THE UNITED ARAB REPUBLIC BROADCASTING CORPORATION

اَلْعَرَبِيَّةُ بِالرَّادْيُو

ARABIC BY RADIO

BOOK TWO - PART ONE

اَلْقَاهِرَةُ
CAIRO
1973

To obtain a copy of this companion write to :
ARABIC BY RADIO
P. O. Box 325
Cairo, U. A. R.

Printed by
the Arab States Centre for Functional Literacy
Sirs-el-Layyan, Menoufia, U.A.R.

ألف هذا الكتاب بالعربية :

الأستاذ الدكتور السيد يعقوب بكر
الأستاذ محمد شفيق عطا
الأستاذ السيد محمد العزاوى

الترجمة الصوتية والترجمة الإنجليزية :

الدكتور ألبرت جورجى عبد الله

الرسوم بريشة الفنان محمد قطب

Arabic Original by:

Professor Dr. El-Sayed Yacoub Bakr
Ustaz Muhammad Shafik ᶜAta
Ustaz El-Sayed Muhammad El-ᶜAzzawy

Phonetic Transcription and English Translation by:

Dr. Albert G. Abdallah

Illustrations by:

Muhammad Kotb

بسم الله الرحمن الرحيم

مقدمة الكتاب الثانى

تعلمت فى الكتاب الأول طرفاً من أساليب اللغة العربية، وألممت ببعض مفرداتها ، ولاحظت أننا توخينا فيما عرضناه عليك من أساليب ومفردات أنها مما يجرى على ألسنة المتعلمين من العرب فى حياتهم اليومية . وكان غرضنا من هذا الكتاب أن نقدم إليك صورة عامة للغة العربية الحديثة ، فلم نخض فى التفاصيل النحوية ، ولم نورد من المفردات إلا ما هو سهل اللفظ قريب المعنى ؛ ذلك لأن هدفنا هو أن نساعدك على التمكن من فهم العربية السهلة إذا قرأتها مكتوبة أو سمعتها ملفوظة ، وأن نعينك على كتابة بعض الألفاظ والأساليب الشائعة الاستعمال فى الحياة اليومية .

والآن نريد فى هذا الكتاب بأجزائه الأربعة* أن نعرض عليك القواعد النحوية الأساسية للغة العربية فى نسق متصل ومنهج متماسك ، وأن نزيد ثروتك اللغوية زيادة كبيرة، فتتمكن من التعمق فى فهم العربية ومن كتابة بعض الجمل العربية المركبة . وفى سبيل هذه الغاية راعينا أن تكون الدروس متنوعة الموضوعات حتى يكون هناك مجال فسيح للمفردات اللغوية ، ولكن دون أن نبتعد عن شئون الحياة اليومية . وفى سبيل هذه الغاية أيضاً راعينا أن يخصص كل درس لدراسة موضوع نحوى معين ؛ وذلك فى نطاق منهج نحوى عام وضعناه منذ البداية ، فيكون كل درس مكملا للدرس السابق وممهداً للدرس اللاحق .

ونحب أن نلفت نظرك إلى أننا قسمنا كل درس إلى ثلاثة أجزاء : مادة القراءة ، والملاحظات النحوية ، والتمرينات . وموضوع مادة القراءة هو عنوان الدرس ، وتجده دائماً فى رأس كل درس . وقد راعينا فى مادة القراءة هذه البساطة والسهولة والقصد المباشر إلى القاعدة النحوية التى نريدها من الدرس . وهذه القاعدة النحوية هى مادة الملاحظات النحوية التى تأتى عقب ذلك . ومنهجنا فى هذه الملاحظات النحوية هو أن نورد بعض الأمثلة من مادة القراءة ، ثم نبين ما تنطوى عليه من قواعد نحوية . وقد أردنا أن تلم بعض الإلمام بالمصطلحات النحوية العربية ؛ ولذلك أوردنا منها ما نعتقد أنه نافع لك فى هذه المرحلة . وتأتى التمرينات فى آخر الدرس ، وهى مستقاة أولا من مادة القراءة الخاصة بالدرس ، ثم من الدروس التى مرت بك فى الكتاب الأول ؛ ولهذا أحلناك فى بعض هذه التمرينات إلى دروس معينة فى الكتاب الأول لترجع إليها .

* يبدأ هذا الكتاب بالدرس الثانى والخمسين ، لأنه استكمال للكتاب الأول .

وقد التزمنا فى هذا الكتاب ضبط كل كلمة ضبطاً كاملا (سواء أكانت فى مادة القواعد أم فى الملاحظات النحوية أم فى التمرينات) . أما الكتابة الصوتية فقد التزمناها فى مادة القراءة فقط ، وأسقطناها فى الملاحظات النحوية والتمرينات لأنها تشتمل على ألفاظ مرت بك فعلا إما فى الدرس نفسه وإما فى الكتاب الأول ، فلا حاجة بك إلى الكتابة الصوتية الخاصة بها . هذا إلى أننا نريد أن تعتاد قراءة الكلمات العربية مستعينا بالحركات وحدها دون أن تعتمد على الكتابة الصوتية ؛ فالحركات العربية كفيلة بأن ترشدك إلى النطق الصحيح . ولا تنس أن الاستماع الدقيق إلى المذيع العربى ، والتدريب على محاكاته هما خير سبيل إلى القراءة الصحيحة ، والنطق السليم .

ولهذا رأينا أن نسقط الكتابة الصوتية من الجزءين الثالث والرابع ، مكتفين بضبط كل كلمة ضبطاً كاملا . وقد ساعدناك بالكتابة الصوتية فى ستة أجزاء كاملة (الأجزاء الأربعة التى يتكون منها الكتاب الأول ، والجزءان الأول والثانى من الكتاب الحالى) ، وعليك فى الجزءين الباقيين (الجزءين الثالث والرابع من الكتاب الحالى) أن تعتمد على نفسك فى قراءة الكلمات العربية مستعيناً بالحركات وبأداء المذيع العربى .

وتجد فى أول كل جزء من أجزاء هذا الكتاب فهرساً يشتمل على رقم الدرس ، ورقم صفحته ، وعنوانه ، والموضوع النحوى الذى يتناوله . وفى آخر كل جزء قاموس أبجدى للكلمات الجديدة التى وردت فيه مع الترجمة الإنجليزية لكل كلمة . وقد ضبطنا كل كلمة من هذه الكلمات ضبطاً كاملا ، فأغنيناك عن كتابتها الصوتية . وستلاحظ أننا أوردنا الأسماء وهى فى حالة الرفع إلا إذا كانت مثناة أو مجموعة جمع مذكر سالماً فقد أثبتناها بصورها التى وردت فعلا فى الدروس . والتزمنا إسقاط أداة التعريف إلا فى الحالات التى تتغير فيها صورة الكلمة عند حذف أداة التعريف منها .

والله ولى التوفيق .

INTRODUCTION

In *Book One* you were shown some patterns of the Arabic language and given some of its vocabulary. These patterns and words were selected from those used by educated Arabs in their daily life.

Since the ultimate aim of *Book One* was to give you a general picture of modern classical Arabic, the authors did not indulge in grammatical details and gave only those words thought to be relatively easy in pronunciation and meaning. Their intention was to help you acquire the ability to pronounce, read and write common Arabic expressions and sentences.

The aim of *Book Two*, with its four parts*, however, is to give you the essential rules of Arabic grammar in a coherent system and to enrich your vocabulary, so that you may be able to understand Arabic more deeply and write more complex sentences. To fulfil this aim, the authors have made the lessons varied enough to help you accumulate as many words as possible but without departing from everyday situations. Furthermore, each lesson is based on a specific grammatical subject which constitutes an integral part of the general grammar syllabus set in advance; thus, each lesson complements the lesson preceding it and prepares for the one following it.

Each lesson is divided into three parts: reading material, grammatical notes, and exercises. The subject of the reading material is always indicated by the title at the top of each lesson. The reading material is lucid and simple and directly serves the grammatical subject dealt with. The reading material is followed by grammatical notes which explain the pertinent grammatical rules. The grammatical notes are based on examples selected from the reading material. As the authors of the book wish you to know a number of Arabic grammatical terms, they have mentioned those which are thought to be useful to you at this stage. The grammatical notes are followed by exercises based, first of all, on the reading material of the lesson concerned and, secondly, on previous lessons in *Book One* to which you are occasionally referred.

The authors would like to draw your attention to the fact that each word, be it in the reading material, in the grammatical notes or in in the exercises, is given with complete diacritical marks (*i.e.* marks placed above or below the letters to indicate pronunciation). The use of phonetic transcription has been limited to the reading material, since the words used in the grammatical notes and the exercises have previously been transcribed. It is desirable that you should eventually get into the habit of reading Arabic with the help of diacritical marks alone. It must be noted, in this respect, that Arabic diacritics are clear and precise and, if closely observed, will lead you to accurate pronunciation. It must also be noted that careful listening to the announcer is the best way towards accurate pronunciation and correct reading.

---

* This book begins with lesson 52, being a continuation of *Book One* which ends with lesson 51.

The authors, therefore, thought it sound to drop the use of phonetic transcription in the third and fourth parts of this book, so that you may depend entirely on the complete diacritical marks carried by each word. You have been given the help of phonetic transcription in six complete parts (*viz.* the four parts of *Book One*, and the first and second parts of *Book Two*). In reading the language material contained in the third and fourth parts of this book, you will have to rely entirely upon the oral model given by the announcer and the diacritical marks reflecting it.

Each of the four parts of this book begins with a table of contents showing the number of each lesson, the number of the page on which it begins, its title and its grammatical subject. Each part ends with an alphabetical glossary of the words occurring in it; each Arabic word has complete diacritical marks and is accompanied by its English equivalent. Nouns are generally listed in the nominative case; duals and sound masculine plurals, however, are listed in the case they actually assume in the pertinent lessons. The definite artical « ال » is not indicated except in those words which change form when the article is not prefixed to them.

اَلرُّمُوزُ الصَّوْتِيَّةُ

SOUND SYMBOLS

Letter	Symbol
الهمزة	ʔ
ب	b
ت	t
ث	θ
ج	j
ح	ħ
خ	x
د	d
ذ	ð
ر	r
ز	z
س	s
ش	š
ص	ṣ
ض	ḍ
ط	ṭ
ظ	ð̣
ع	ʕ
غ	g
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
ه	h
و	w
ى	y

	absence of vowel	ـْ السكون
short « *a* »	a	ـَ الفتحة
long « *a* »	aa	ـَا الفتحة الطويلة
ʔ followed by long « *a* »	ʔaa	(آ الهمزة محركة بفتحة طويلة)
short « *i* »	i	ـِ الكسرة
long « *i* »	ii	ـِي الكسرة الطويلة
short « *u* »	u	ـُ الضمة
long « *u* »	uu	ـُو الضمة الطويلة
« *a* » with nunation	an	ـًا الفتحة مع التنوين
« *i* » with nunation	in	ـٍ الكسرة مع التنوين
« *u* » with nunation	un	ـٌ الضمة مع التنوين
doubling with « *a* »		ـَّ الشدة مع الفتحة
doubling with « *i* »		ـِّ الشدة مع الكسرة
doubling with « *u* »		ـُّ الشدة مع الضمة
doubling with « *an* »		ـًّا الشدة مع الفتحة والتنوين
doubling with « *in* »		ـٍّ الشدة مع الكسرة والتنوين
doubling with « *un* »		ـٌّ الشدة مع الضمة والتنوين

الكتاب الثانى

الجزء الأول

فهرس

BOOK TWO - PART ONE

TABLE OF CONTENTS

اَلدَّرْسُ الثَّانِي وَالْخَمْسُونَ

ʔaddarsu θθaanii walxamsuuna

Lesson Fifty Two

نَحْنُ نَسْتَمِعُ وَنَتَعَلَّمُ

naħnu nastamiʕu wanataʕallamu

We Listen (in) and Learn.

أَحْضَرَ مَاجِدٌ كِتَابَهُ ،

ʔaħdara maajidun kitaabahu
Maged brought his book,

وَجَلَسَ إِلَى مَكْتَبِهِ .

wajalasa ʔilaa maktabihi
and sat at his desk.

وَأَحْضَرَتْ فَاطِمَةُ كِتَابَهَا ،

waʔaħdarat faatimatu kitaabahaa
And Fatimah brought her book,

وَجَلَسَتْ إِلَى مَكْتَبِهَا .

wajalasat ʔilaa maktabihaa
and sat at her desk.

فَتَحَ مَاجِدٌ كِتَابَهُ ،

fataha maajidun kitaabahu
Maged opened his book,

وَفَتَحَتْ فَاطِمَةُ كِتَابَهَا .

wafatahat faatimatu kitaabahaa
and Fatimah opened her book.

حَانَ مَوْعِدُ الدَّرْسِ .

haana mawʕidu ddarsi
It's time for the lesson.

مَاجِدٌ يَسْتَمِعُ إِلَى الرَّادْيُو ،

maajidun yastamiʕu ʔila rraadyoo
Maged listens to the radio,

وَفَاطِمَةُ تَسْتَمِعُ إِلَى الرَّادْيُو .

wafaatimatu tastamiʕu ʔila rraadyoo
and Fatimah listens to the radio.

اَلْمُعَلِّمُ يَنْطِقُ كَلِمَةً جَدِيدَةً ،

ʔalmuʕallimu yantiqu kalimatan jadiidatan
The teacher pronounces a new word,

وَمَاجِدٌ يَنْطِقُ وَرَاءَهُ ،

wamaajidun yantiqu waraaʔahu
and Maged repeats after him,

وَفَاطِمَةُ تَنْطِقُ وَرَاءَهُ .

wafaatimatu tantiqu waraaʔahu
and Fatimah repeats after him.

اَلْمُعَلِّمُ يَقْرَأُ جُمْلَةً جَدِيدَةً ،

ʔalmuʕallimu yaqraʔu jumlatan jadiidatan
The teacher reads a new sentence,

وَمَاجِدٌ يَقْرَأُ وَرَاءَهُ ،

wamaajidun yaqraʔu waraaʔahu
and Maged reads after him,

وَفَاطِمَةُ تَقْرَأُ وَرَاءَهُ .

wafaatimatu taqraʔu waraaʔahu
and Fatimah reads after him.

تَقَدَّمَ الْمُعَلِّمُ فِى الدَّرْسِ .

taqaddama lmuʕallimu fi ddarsi
The teacher went on in the lesson.

نَطَقَ ، وَشَرَحَ ، وَقَرَأَ .

nataqa wašaraha waqaraʔa
He pronounced, explained and read.

نَطَقَ الْكَلِمَاتِ الْجَدِيدَةَ ، وَشَرَحَ مَعْنَاهَا ، وَقَرَأَ الْجُمَلَ

nataqa lkalimaati ljadiidata wašaraha maʕnaahaa waqaraʔa ljumala
He pronounced the new words, explained their meanings and read the sentences.

وَاسْتَمَعَ مَاجِدٌ ، وَنَطَقَ ، وَقَرَأَ .

wastamaʕa maajidun wanataqa waqaraʔa
And Maged listened, pronounced and read.

وَاسْتَمَعَتْ فَاطِمَةُ ، وَنَطَقَتْ ، وَقَرَأَتْ .

wastamaʕat faatimatu wanataqat waqaraʔat
And Fatimah listened, pronounced and read.

ثُمَّ انْتَهَى الدَّرْسُ .

θumma ntaha ddarsu
Then the lesson came to an end.

رَاجَعَ مَاجِدٌ الدَّرْسَ .

raajaʕa maajidunu ddarsa
Maged revised the lesson.

نَظَرَ فِى الْكِتَابِ وَقَرَأَ الْجُمَلَ

naðara fi lkitaabi waqaraʔa ljumala
He looked in the book and read the sentences.

ثُمَّ أَخَذَ الْقَلَمَ وَكَتَبَ التَّمْرِينَاتِ .

θumma ʔaxaða lqalama wakataba ttamriinaati.
Then he took the pencil and wrote the exercises.

ثُمَّ نَادَى فَاطِمَةَ وَقَالَ :

θumma naadaa faatimata waqaala
Then he called Fatimah and said (to her);

أَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَات .

ʔanaa raajaʕtu ddarsa wakatabtu ttamriinaati
" I have revised the lesson and written the exercises."

وَقَالَتْ فَاطِمَةُ :

waqaalat faatimatu
And Fatimah said;

وَأَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ .

waʔanaa raajaʕtu ddarsa wakatabtu ttamriinaati
"And I have revised the lesson and written the exercises.

أَنْتَ تَسْتَمِعُ إِلَى الرَّادْيُو وَتَتَعَلَّمُ .

ʔanta tastamiʕu ʔila rraadyoo watataʕallamu
You listen to the radio and learn.

وَأَنَا أَسْتَمِعُ إِلَى الرَّادْيُو وَأَتَعَلَّمُ .

waʔanaa ʔastamiʕu ʔila rraadyoo waʔataʕallamu
And I listen to the radio and learn.

نَحْنُ نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادْيُو .

nahnu nataʕallamu llugata lʕarabiyyata mina rraadyoo
We learn the Arabic Language by radio."

GRAMMATICAL NOTES ## اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

Read the following words:

faaṭimatu	فَاطِمَةُ	maajidun	مَاجِدٌ
ʔalkitaabu	اَلْكِتَابُ	kitaabun	كِتَابٌ
ʔaddarsu	اَلدَّرْسُ	darsun	دَرْسٌ

Note that each of these words denotes a person or a thing and is called a NOUN « اِسْمٌ ».

Note also that, in Arabic, a noun is identified by the suffix « nunation » or the prefix « ʔal ». Nunation occurs at the end of a noun and indicates that it is indefinite. « ʔal » (the definite article) occurs at the beginning of a noun and indicates that it is definite.

Note that in the word ʔaddarsu اَلدَّرْسُ the definite article ʔal occurs in its assimilated form.

Read the following words: اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

fataḥa	فَتَحَ	jalasa	جَلَسَ
šaraḥa	شَرَحَ	naṭaqa	نَطَقَ
		qaraʔa	قَرَأَ
tastamiʕu	تَسْتَمِعُ	yastamiʕu	يَسْتَمِعُ
tanṭiqu	تَنْطِقُ	yanṭiqu	يَنْطِقُ
taqraʔu	تَقْرَأُ	yaqraʔu	يَقْرَأُ

Note that each of these words indicates an action either past or present-future and is called a VERB « فِعْلٌ ».

Read the following words: اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

fii	فِي	ʔilaa	إِلَى
wa	وَ	min	مِنْ
		θumma	ثُمَّ

Note that each of these words cannot function as a noun or verb and that it acquires its meaning only when related to other words. Such a word is called a PARTICLE « حَرْفٌ ».

Thus a word, in Arabic, is either a noun اِسْمٌ , a verb فِعْلٌ or a particle حَرْفٌ.

EXERCISES — تمرينات

1. Underline the nouns in the following words:

أَحْضَرَ – كَلِمَةٌ – اَلْمُعَلِّمُ – وَرَاءَ – تَنْطِقُ – جُمْلَةٌ .

2. Underline the verbs in the following words:

اَلْجُمَلُ – اِنْتَهَى – اَلْكَلِمَاتُ – اِسْتَمَعَ – رَاجَعَ – اَللُّغَةُ .

3. Classify the words in the following sentences into verbs, nouns and particles:

أَحْضَرَ مَاجِدٌ الْكِتَابَ ، وَجَلَسَ إِلَى مَكْتَبِهِ .

نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادْيُو .

4. Supply three more examples of each of the following parts of speech:

a particle حَرْفٌ	a verb فِعْلٌ	a noun اِسْمٌ
إِلَى	قَالَ	اَلْكِتَابُ
. . .	. . .	. . .
. . .	. . .	. . .
. . .	. . .	. . .

اَلدَّرْسُ الثَّالِثُ وَالْخَمْسُونَ

ʔaddarsu θθaaliθu walxamsuuna
Lesson Fifty Three

تَعَلَّمِ النُّطْقَ الصَّحِيحَ

taʕallami nnutqa ssahiiha
Learn Correct Pronunciation.

قَالَتْ فَاطِمَةُ لِمَاجِدٍ :

qaalat faatimatu limaajidin
Fatimah said to Maged;

سَمِعْنَا الدَّرْسَ وَرَاجَعْنَاهُ وَكَتَبْنَا التَّمْرِينَاتِ .

samiʕna ddarsa waraajaʕnaahu wakatabna ttamriinaati
"We have listened to the lesson, revised it and written the exercises.

أَعِدْ نُطْقَ الْكَلِمَاتِ .

ʔaʕid nutqa lkalimaati
Pronounce the words again.

أَنْتَ تَنْطِقُ وَأَنَا أَسْمَعُ .

ʔanta tantiqu waʔanaa ʔasmaʕu
You pronounce and I'll listen.

أَرْجُو أَنْ تُحْسِنَ النُّطْقَ .

ʔarjuu ʔan tuħsina nnuṭqa.
I hope you pronounce well."

مَاجِدٌ يَنْطِقُ وَفَاطِمَةُ تَسْتَمِعُ .

maajidun yanṭiqu wafaaṭimatu tastamiʕu
Maged pronounces and Fatimah listens.

فَاطِمَةُ تَقُولُ :

faaṭimatu taquulu
Fatimah says,

اِنْطِقِ الْكَلِمَةَ مَرَّةً أُخْرَى .

ʔinṭiqi lkalimata marratan ʔuxraa
"Pronounce the word once more.

اَلنُّطْقُ خَطَأٌ .

ʔannuṭqu xaṭaʔun
The pronunciation is incorrect."

مَاجِدٌ يَقُولُ :

maajidun yaquulu
Maged says,

أَنَا سَمِعْتُ هَذَا النُّطْقَ .

ʔanaa samiʕtu haaðaa nnuṭqa
"I have heard this pronunciation (before)."

فَاطِمَةُ تَقُولُ :

faaṭimatu taquulu
Fatimah says,

وَأَنَا سَمِعْتُهُ أَيْضاً .

waʔanaa samiʕtuhu ʔayḍan
"I have heard it, too.

اِقْرَأِ الْكَلِمَةَ مِنَ الْكِتَابِ .

ʔiqraʔi lkalimata mina lkitaabi
Read the word from the book."

مَاجِدٌ يُرَاجِعُ النُّطْقَ وَيَعْرِفُ الْخَطَأَ .

maajidun yuraajiʕu nnutqa wayaʕrifu lxataʔa
Maged checks the pronunciation (of the word) and finds out the error.

مَاجِدٌ يَشْكُرُ فَاطِمَةَ وَيَقُولُ :

maajidun yaškuru faatimata wayaquulu
Maged thanks Fatimah and says,

يَجِبُ أَنْ نُرَاجِعَ النُّطْقَ . اِنْطِقِي مَعِي .

yajibu ʔan nuraajiʕa nnutqa ʔintiqii maʕii
"We should revise the pronunciation. Let's pronounce together".

مَاجِدٌ يَنْطِقُ وَفَاطِمَةُ تَنْطِقُ مَعَهُ .

maajidun yantiqu wafaatimatu tantiqu maʕahu
Maged pronounces and Fatimah pronounces, too.

أَتَمَّ مَاجِدٌ وَفَاطِمَةُ الْقِرَاءَةَ .

ʔatamma maajidun wafaatimatu lqiraaʔata
Maged and Fatimah have finished reading.

تَعَلَّمَ مَاجِدٌ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

taʕallama maajidun wafaatimatu nnutqa ssahiiha
Maged and Fatimah have learnt the correct pronunciation.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: — اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

samiʕa	سَمِعَ	qaala	قَالَ
kataba	كَتَبَ	naṭaqa	نَطَقَ

Note that each of these words is a verb denoting an action that took place in the past.

It is called the past tense verb « اَلْفِعْلُ الْمَاضِي ».

B. Read the following words: — اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

nuraajiʕu	نُرَاجِعُ	ʔasmaʕu	أَسْمَعُ
taquulu	تَقُولُ	yanṭiqu	يَنْطِقُ

Each of these words is a verb that denotes an action in the present or the future.

It is called the present tense verb « اَلْفِعْلُ الْمُضَارِعُ ».

Note that the present tense begins by one of these letters:

أ – ن – ي – ت

C. Read the following words: — اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

ʔinṭiq	اِنْطِقْ	ʔaʕid	أَعِدْ
		ʔiqraʔ	اِقْرَأْ

Each of these words is a verb that expresses a request or gives an order.

It is called the imperative « فِعْلُ الْأَمْرِ ».

Thus the verb, in Arabic, is either *past*, *present* or *imperative*.

EXERCISES — تمرينات

1. Indicate the verb in each of the following sentences. Then state whether it is past, present or imperative.

(١) ظَهَرَ الْفَجْرُ .

(٢) اَلْمُؤَذِّنُ يَذْهَبُ إِلَى الْجَامِعِ .

(٣) مَحْمُودٌ قَامَ مِنَ النَّوْمِ .

(٤) قَالَ مَحْمُودٌ لِأَخِيهِ :

(٥) قُمْ وَصَلِّ مَعِي .

2. Fill in each of the following spaces with one of the verbs contained in the frame:

نَذْهَبُ – اُنْظُرِي – أُرِيدُ – نَرْجِعْ – شَاهَدَتْ

(١) أَنَا . . . . . رُؤْيَةَ الطُّيُورِ .

(٢) نَحْنُ . . . . . الْآنَ إِلَى مَكَانِ الطُّيُورِ .

(٣) . . . . . يَا نِهَادُ إِلَى هَذِهِ الْبَطَّةِ .

(٤) . . . . . نِهَادُ الطُّيُورَ .

(٥) هَيَّا . . . . . إِلَى الْبَيْتِ .

3. Form four sentences using a noun from List (A) with a suitable verb from List (B):

(A)	(B)
(١) سَالِمٌ	يَبِيعُ
(٢) اَلْخُضَرِيُّ	حَرَثَ
(٣) اَلْبَطَّةُ	يَجْلِسُ
(٤) اَلْفَلَّاحُ	سَبَحَتْ

4. Fill in the blanks with suitable verbs:

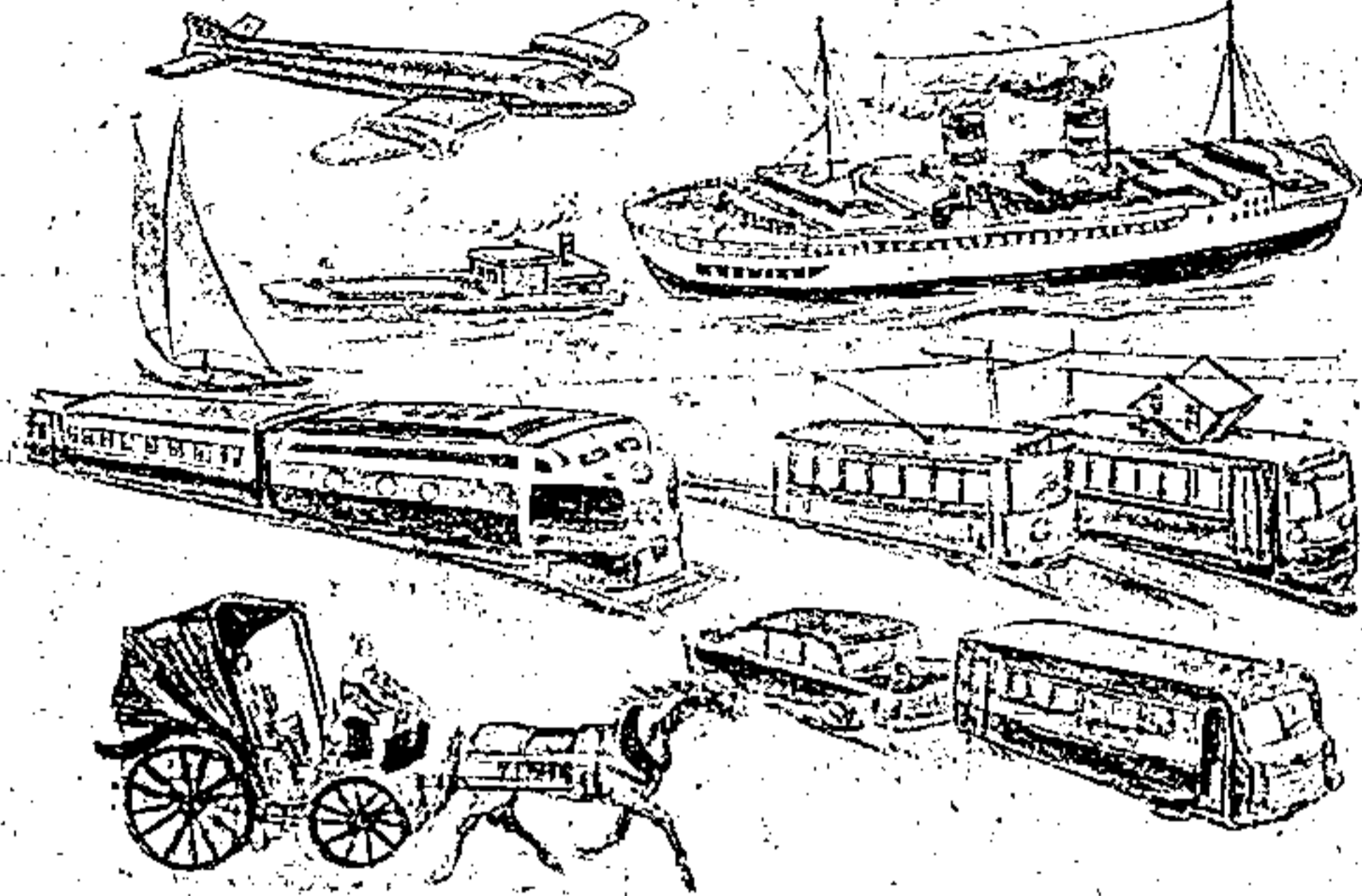
(١) مَاجِدٌ يَنْطِقُ ، وَفَاطِمَةُ . . . . . .

(٢) يَا مَاجِدُ . . . . . الْكَلِمَةَ مَرَّةً أُخْرَى .

(٣) مَاجِدٌ يَقُولُ : أَنَا . . . . . هَذَا النُّطْقَ .

(٤) . . . . . مَاجِدٌ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

اَلدَّرْسُ الرَّابِعُ والْخَمْسُونَ

ʔaddarsu͡ rraabiʕu walxamsuuna
Lesson Fifty Four

وَسَائِلُ الْمُوَاصَلاتِ

wasaaʔilu͡ lmuwaasalaati
Means of Communication

أَحْمَدُ يَعِيشُ فِى الْقَرْيَةِ .

ʔaħmadu yaʕiišu fi͡ lqaryati
Ahmad lives in the village.

مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنِ الْقَرْيَةِ .

madrasatu ʔaħmada baʕiidatun ʕani͡ lqaryati
Ahmad's school is far from the village.

أَحْمَدُ يَرْكَبُ الدَّرَّاجَةَ ، وَيَذْهَبُ إِلَى الْمَدْرَسَةِ .

ʔaħmadu yarkabu͡ ddarraajata wayaðhabu ʔila͡ lmadrasati

Ahmad rides the bicycle and goes to school.

وَالِدُ أَحْمَدَ قَالَ لَهُ :

waalidu ʔaħmada qaala lahu
Ahmad's father said to him,

سَتَزُورُ عَمَّكَ فِى الْقَاهِرَةِ .

satazuuru ʕammaka fi lqaahirati
"You will visit your uncle in Cairo."

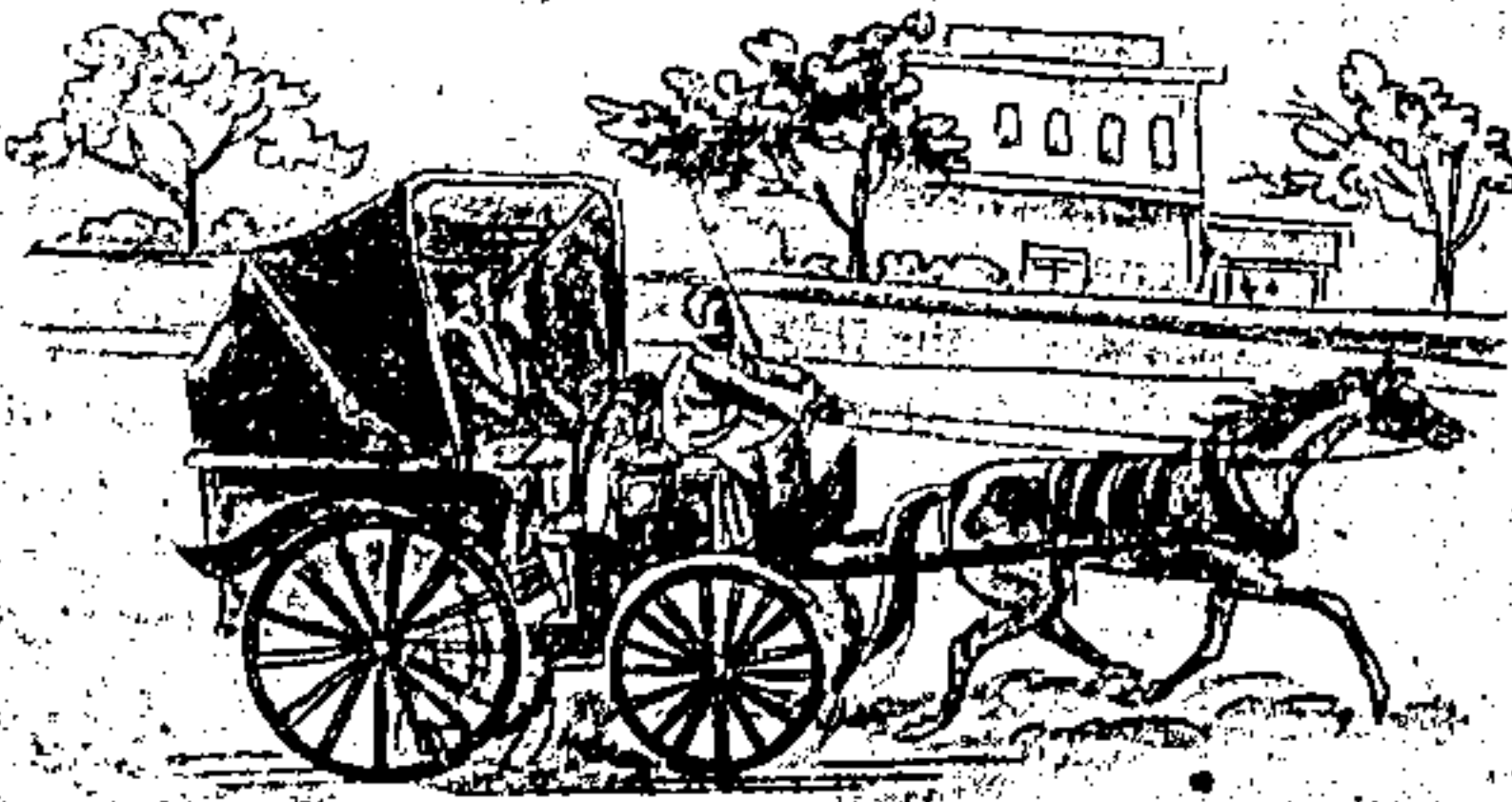
أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ عَمِّهِ سَالِمٍ .

ʔaħmadu masruurun biziyaarati ʕammihi saalimin
Ahmad is happy to visit his uncle Salim.

وَأُخْتُهُ سُعَادُ مَسْرُورَةٌ أَيْضاً .

waʔuxtuhu suʕaadu masruuratun ʔaydan
And his sister Suad is happy, too.

اَلأُسْرَةُ رَكِبَتْ عَرَبَةً .

ʔalʔusratu rakibat ʕarabatan
The family got in a carriage.

اَلْعَرَبَةُ يَجُرُّهَا حِصَانٌ قَوِيٌّ .

ʔalʕarabatu yajurruhaa hisaanun qawiyyun
The carriage is drawn by a strong horse.

اَلْعَرَبَةُ وَصَلَتْ إِلَى الْمَحَطَّةِ .

ʔalʕarabatu wasalat ʔila lmahattati
The carriage arrived at the (railway) station.

اَلْأُسْرَةُ رَكِبَتِ الْقِطَارَ .

ʔalʔusratu rakibati lqitaara
The family got on the train.

اَلْقِطَارُ سَرِيعٌ .

ʔalqitaaru sariiʕun
It is an express train.

اَلْقِطَارُ وَصَلَ إِلَى الْقَاهِرَةِ .

ʔalqitaaru wasala ʔila lqaahirati
The train arrived in Cairo.

اَلْأُسْرَةُ رَكِبَتْ سَيَّارَةً إِلَى مَنْزِلِ سَالِمٍ .

ʔalʔusratu rakibat sayyaaratan ʔilaa manzili saalimin
The family took a car to Salim's house.

اَلسَّيَّارَةُ تَسِيرُ فِي شَوَارِعِ الْقَاهِرَةِ .

ʔassayyaaratu tasiiru fii šawaariʕi lqaahirati
The car runs in Cairo streets.

أَحْمَدُ شَاهَدَ فِي الشَّوَارِعِ :

ʔahmadu šaahada fi ššawaariʕi
In the streets Ahmad saw:

اَلتِّرَامَ – وَالْمِتْرُو – وَالْأُتُوبِيسَ .

ʔattiraama walmetroo walʔotoobiisa
The tram, the metro and the bus.

اَلسَّيَّارَةُ وَصَلَتْ إِلَى مَنْزِلِ سَالِمٍ .

ʔassayyaaratu wasalat ʔilaa manzili saalimin
The car arrived at Salim's house.

مَنْزِلُ سَالِمٍ عَلَى شَاطِئِ النِّيلِ .

manzilu saalimin ʕalaa šaatiʔi nniili
Salim's house is by the Nile.

أَحْمَدُ رَأَى فِي النِّيلِ :

ʔahmadu raʔaa fi nniili
On the Nile Ahmad saw:

اَلْقَارِبَ الشِّرَاعِيَّ ، وَالْقَارِبَ الْبُخَارِيَّ .

ʔalqaariba šširaaʕiyya
walqaariba lbuxaariyya
the sail boat and the motor boat.

وَشَاهَدَ الطَّائِرَةَ تَطِيرُ فِي الْهَوَاءِ .

wašaahada ttaaʔirata tatiiru fi lhawaaʔi
He saw the aeroplane fly (in the air).

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ الْقَاهِرَةِ .

ʔahmadu masruurun biziyaarati lqaahirati
Ahmad is happy to visit Cairo.

أَحْمَدُ رَأَى بَعْضَ وَسَائِلِ الْمُوَاصَلَاتِ .

ʔahmadu raʔaa baʕda wasaaʔili lmuwaasalaati
Ahmad has seen some means of communication.

GRAMMATICAL NOTES — اَلْمُلاحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الآتِيَةَ :

ʔalqaaribu	اَلْقَارِبُ	ħiṣaanun	حِصَانٌ	ʔaħmadu	أَحْمَدُ
ʔalhawaaʔu	اَلْهَوَاءُ	ʔalqiṭaaru	اَلْقِطَارُ	waalidun	وَالِدٌ
		manzilun	مَنْزِلٌ	ʕammun	عَمٌّ

Each of these words is a noun indicating a *masculine singular* « مُفْرَدٌ مُذَكَّرٌ ».

B. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الآتِيَةَ :

maħaṭṭatun	مَحَطَّةٌ	ʔalqaahiratu	اَلْقَاهِرَةُ	ʔalqaryatu	اَلْقَرْيَةُ
sayyaaratun	سَيَّارَةٌ	ʔalʔusratu	اَلأُسْرَةُ	madrasatun	مَدْرَسَةٌ
ʔaṭṭaaʔiratu	اَلطَّائِرَةُ	ʕarabatun	عَرَبَةٌ	ʔaddarraajatu	اَلدَّرَّاجَةُ

Each of these words is a noun indicating a *feminine singular* « مُفْرَدَةٌ مُؤَنَّثَةٌ ».

Note that a feminine singular noun ends with « ـةٌ — ةٌ » which is pronounced « ه » in pause. This feminine ending is called « اَلتَّاءُ الْمَرْبُوطَةُ ».

Thus nouns in Arabic fall into two groups: *masculine* and *feminine.*

EXERCISES — تمرينات

1. Indicate the masculine and the feminine nouns in the following sentences:

(١) سَالِمٌ يَجْلِسُ بِجِوَارِ الْمَكْتَبِ .

(٢) اَلطَّائِرَةُ تَطِيرُ فِى الْجَوِّ .

(٣) مَحْمُودٌ خَرَجَ مِنَ الْمَنْزِلِ .

(٤) اَلْأُسْرَةُ جَالِسَةٌ بِجِوَارِ الْبُحَيْرَةِ .

(٥) اَلزَّرَافَةُ لَهَا عُنُقٌ طَوِيلٌ .

2. Fill in the blanks with suitable nouns:

(١) مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنْ . . . .

(٢) . . . . . . سَرِيعٌ .

(٣) . . . . . سَالِمٍ عَلَى شَاطِئِ النِّيلِ .

(٤) . . . . . . يَجُرُّهَا . . . . . . قَوِىٌّ .

3. Fill in the blanks with suitable words chosen from those given in brackets:

(١) فَاكِهَةُ الْمَطْعَمِ . . . . . . (طَازَجَةٌ ـ طَازَجٌ)

(٢) اَلْمِلْعَقَةُ . . . . . . (نَظِيفٌ ـ نَظِيفَةٌ)

(٣) اَلطَّبَّاخُ . . . . . . (مَاهِرٌ ـ مَاهِرَةٌ)

(٤) اَلطَّبَقُ . . . . . . (وَاسِعٌ ـ وَاسِعَةٌ)

(٥) اَلْمَائِدَةُ . . . . . . (مُرَتَّبٌ ـ مُرَتَّبَةٌ)

4. Write four more masculine singular nouns under A, and four more feminine singular nouns under B:

	B	A
	فَاطِمَةُ	أَحْمَدُ
(١)	. . . . . .	. . . . . .
(٢)	. . . . . .	. . . . . .
(٣)	. . . . . .	. . . . . .
(٤)	. . . . . .	. . . . . .

اَلدَّرْسُ الْخَامِسُ وَالْخَمْسُونَ

ʔaddarsu lxaamisu walxamsuuna

Lesson Fifty Five

اَلصُّحُفُ

ʔaṣṣuħufu

Newspapers

أَحْمَدُ فِي بَيْتِ عَمِّهِ سَالِمٍ .

ʔaħmadu fii bayti ʕammihi saalimin

Ahmad is in his uncle Salim's house.

يَجْلِسُ أَحْمَدُ مَعَ نَبِيلٍ وَنِهَادَ وَسُعَادَ .

yajlisu ʔaħmadu maʕa nabiilin wanihaada wasuʕaada

Ahmad is sitting with Nabil, Nihad and Suad.

جَرَسُ الْبَابِ يَدُقُّ .

jarasu lbaabi yaduqqu

The door-bell is ringing.

مَنْ بِالْبَابِ ؟

man bilbaabi
Who is at the door?

هُوَ بَائِعُ الصُّحُفِ ، أَحْضَرَ صُحُفَ الصَّبَاحِ .

huwa baaʔiʕu͡ ssuhufi ʔahdara
suhufa͡ ssabaahi

It's the newspaper man. He has brought the morning papers.

نَبِيلٌ يَفْتَحُ الْبَابَ ، وَيَأْخُذُ الصُّحُفَ .

nabiilun yaftahu͡ lbaaba wayaʔxuðu͡ ssuhufa

Nabil opens the door and takes the newspapers.

نَبِيلٌ يَعْرِضُ الصُّحُفَ عَلَى أَحْمَدَ وَنِهَادَ وَسُعَادَ .

nabiilun yaʕridu͡ ssuhufa ʕalaa ʔahmada wanihaada wasuʕaada
Nabil shows the newspapers to Ahmad, Nihad and Suad.

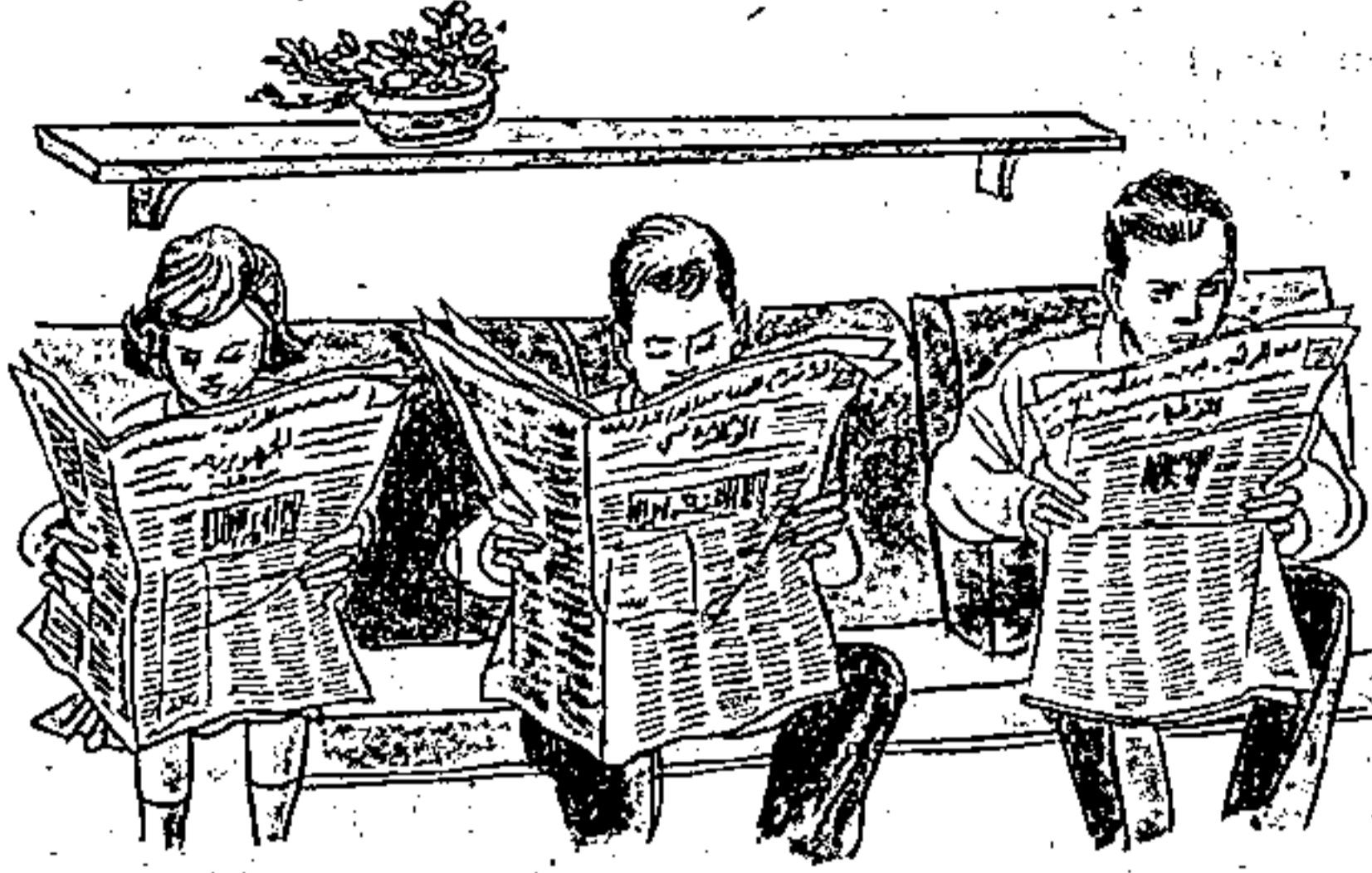
أَخَذَ أَحْمَدُ صَحِيفَةَ « الْأَخْبَارِ » .

ʔaxaða ʔahmadu sahiifata͡ lʔaxbaari
Ahmad took the Al-Akhbar newspaper.

وَأَخَذَتْ نِهَادُ صَحِيفَةَ « الْجُمْهُورِيَّةِ » .

waʔaxaðat nihaadu sahiifata͡ ljumhuuriyyati
And Nihad took the Al-Jumhouriyyah newspaper.

وَأَخَذَ نَبِيلٌ صَحِيفَةَ « الْأَهْرَامِ » .

waʔaxaða nabiilun sahiifata͡ lʔahraami
And Nabil took the Al-Ahram newspaper.

نَبِيلٌ يَقْرَأُ أَخْبَارَ الرِّيَاضَةِ .

nabiilun yaqraʔu ʔaxbaara rriyaadati
Nabil reads the sports news.

وَأَحْمَدُ يَقْرَأُ بَرْنَامَجَ التِّلِيفِزْيُونِ .

waʔahmadu yaqraʔu barnaamaja ttiliivizyuuni
And Ahmad reads the T. V. programme.

وَنِهَادُ تَقْرَأُ النَّشْرَةَ الْجَوِّيَّةَ .

wanihaadu taqraʔu nnašrata ljawwiyyata
And Nihad reads the weather bulletin.

نِهَادُ تَقُولُ : حَظُّنَا سَعِيدٌ .

nihaadu taquulu haððunaa saʕiidun
Nihad says, " We are lucky.

اَلْجَوُّ دَافِئٌ الْيَوْمَ ، وَالسَّمَاءُ صَافِيَةٌ ، وَالشَّمْسُ سَاطِعَةٌ .

ʔaljawwu daafiʔunu lyawma wassamaaʔu saafiyatun waššamsu saatiʕatun
The weather is warm to-day, the sky is clear and the sun is shining brightly."

رَدَّ نَبِيلٌ وَقَالَ :

radda nabiilun waqaala
Nabil answered saying:

نَسْتَطِيعُ أَنْ نَخْرُجَ الْيَوْمَ ،

nastatiiʕu ʔan naxruja lyawma
"We can go out to-day,

وَنَتَفَرَّجَ فِى شَوَارِعِ الْقَاهِرَةِ .

wanatafarraja fii šawaariʕi lqaahirati
and go sightseeing in the streets of Cairo."

فَرِحَ أَحْمَدُ وَقَالَ :

fariha ʔahmadu waqaala
Ahmad was pleased and said,

وَفِى الْمَسَاءِ نَرَى فِى التِّلِيفِزْيُونِ مَسْرَحِيَّةً سَارَّةً .

wafi lmasaaʔi naraa fi ttiliivizyuuni masrahiyyatan saarratan
"And in the evening we'll watch a pleasant play on television."

قَالَ نَبِيلٌ : هَلْ عَرَفْتُمْ فَائِدَةَ الصُّحُفِ ؟

qaala nabiilun hal ʕaraftum faaʔidata ssuhufi
Nabil said, "Do you know now how useful newspapers are?"

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

nihaadu	نِهَادُ
suʕaadu	سُعَادُ
ʔassamaaʔu	اَلسَّمَاءُ
ʔaššamsu	اَلشَّمْسُ

Each of these nouns indicates a *feminine singular* « مُفْرَدَةٌ مُؤَنَّثَةٌ ». Note that they do not have the feminine ending « ةَ — ـة » . This shows that some feminine nouns do not have the feminine ending. Other example are:

(an eye)	ʕaynun	عَيْنٌ
(an ear)	ʔuðunun	أُذُنٌ
(a hand)	yadun	يَدٌ
(a leg)	rijlun	رِجْلٌ
(a foot)	qadamun	قَدَمٌ

B. A feminine noun that indicates a person or an animal that bears children or lays eggs is called a *genuine feminine* « مُؤَنَّثٌ حَقِيقِيٌّ ». A few examples are:

suʕaadu	سُعَادُ	faaṭimatu	فَاطِمَةُ
baqaratun	بَقَرَةٌ	nihaadu	نِهَادُ
		wazzatun	وَزَّةٌ

But a feminine noun that indicates a thing which does not bear children or lay eggs is called a *non-genuine feminine* « مُؤَنَّثٌ مَجَازِيٌّ ». A few examples are:

ṣahiifatun صَحِيفَةٌ

ʕayun عَيْنٌ

šajaratun شَجَرَةٌ

sayyaaratun سَيَّارَةٌ

šamsun شَمْسٌ

C. Read the following:

أَخَذَ أَحْمَدُ صَحِيفَةَ الْأَخْبَارِ . وَأَخَذَتْ نِهَادُ صَحِيفَةَ الْجُمْهُورِيَّةِ .

Note that the verb used with the feminine noun (نِهَادُ) has the ending « تْ » but does not have it when used with the masculine noun (أَحْمَدُ).

D. Read the following:

يَقْرَأُ نَبِيلٌ أَخْبَارَ الرِّيَاضَةِ . وَتَقْرَأُ نِهَادُ النَّشْرَةَ الْجَوِّيَّةَ .

Note that the present tense verb (يَقْرَأُ) used with the masculine noun (نَبِيلٌ) has the prefix « يَـ » whereas it has the prefix « تَ » *i.e.* تَقْرَأُ when used with the feminine noun (نِهَادُ).

Thus : نَبِيلٌ يَقْرَأُ

نِهَادُ تَقْرَأُ

EXERCISES تمرينات

1. Indicate the masculine and the feminine nouns in the following:

مِصْبَاحٌ – يَدٌ – مَسْرَحٌ – مَسْرَحِيَّةٌ – طَبَقٌ – غُرَابٌ – يَمَامَةٌ –
ذِئْبٌ – بَطَّةٌ – وَزَّةٌ – فِيلٌ – صَقْرٌ – جَرَسٌ .

2. Write three more feminine nouns that do not end by « ة – ـة » below the example given:

سُعَادُ

(١) . . . . . .

(٢) . . . . . .

(٣) . . . . . .

3. Fill in each of the following blanks with a suitable word chosen from the list of nouns given below:

(١) . . . . . . سَاطِعَةٌ .

(٢) . . . . . . دَافِئٌ .

(٣) . . . . . . تَسْبِقُ الْقِطَارَ .

(٤) . . . . . . وَقَفَ فِي الْمَحَطَّةِ .

(٥) . . . . . . يَحْمِلُ حَقَائِبَهُ .

(٦) . . . . . . تُحِبُّ الْقِصَصَ .

اَلْجَوُّ – اَلطَّائِرَةُ – اَلشَّمْسُ – نِهَادُ – اَلْقِطَارُ – اَلْمُسَافِرُ

4. Fill in each of the following blanks with a suitable verb chosen from the list of verbs given below:

(١) اَلْغُرَابُ . . . . . فَوْقَ الشَّجَرَةِ .

(٢) اَلْخُضَرِيُّ . . . . . أَمَامَ الدُّكَّانِ .

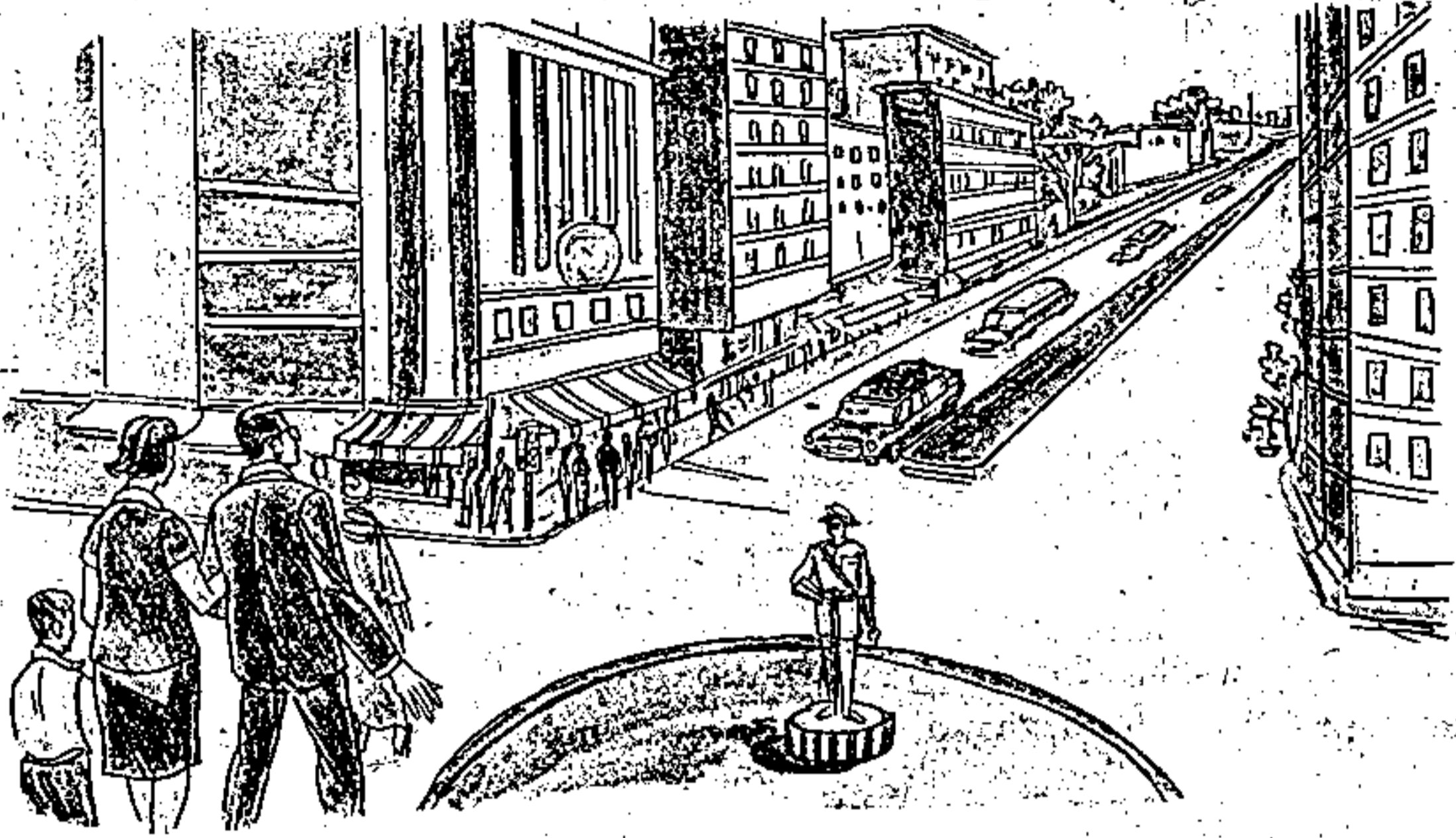
(٣) اَلْبِنْتُ . . . . . السَّيَّارَةَ

(٤) اَلطَّائِرَةُ . . . . . فِي الْجَوِّ .

(٥) فَاطِمَةُ . . . . . الدَّرْسَ مِنَ الرَّادْيُو .

وَقَفَ – طَارَتْ – يَجْلِسُ – تَرْكَبُ – سَمِعَتْ

اَلدَّرْسُ السَّادِسُ وَالْخَمْسُونَ

ʔaddarsu ssaadisu walxamsuuna
Lesson Fifty Six

اَلشُّرْطِيُّ

ʔaššurṭiyyu
The Policeman

خَرَجَتْ أُسْرَةُ مَحْمُودٍ تُشَاهِدُ الْمَدِينَةَ . خَرَجَ مَعَهَا سَالِمٌ .

xarajat ʔusratu maḥmuudin tušaahidu lmadiinata. xaraja maʕahaa saalimun
Mahmud's family went out sightseeing in the city. Salim went out with them.

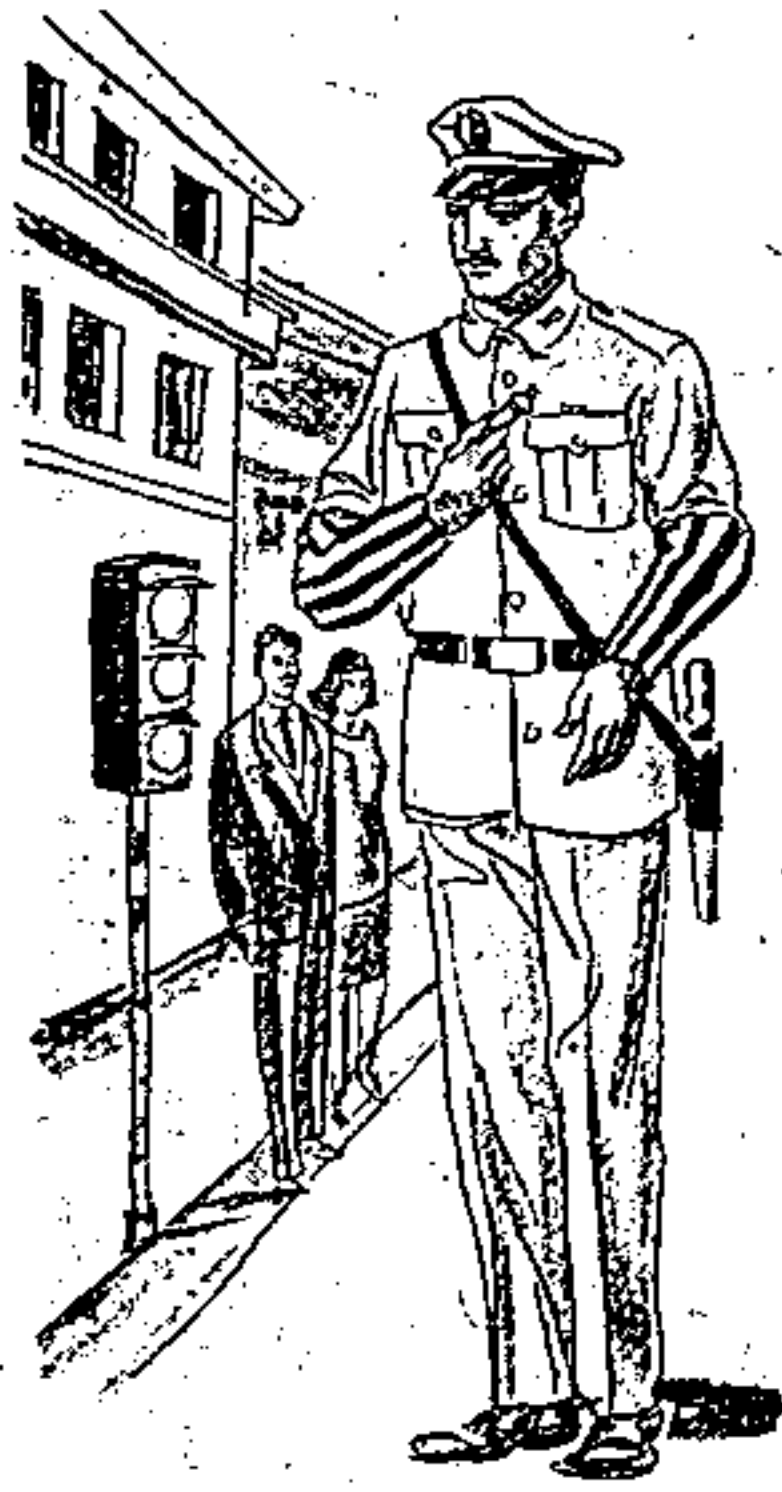
قَالَ مَحْمُودٌ : هٰذَا شَارِعٌ وَاسِعٌ ؛ شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

qaala maḥmuudun haaðaa šaariʕun waasiʕun šawaariʕu lmadiinati waasiʕatun
Mahmud said, "This is a large street; the city streets are large."

وَصَلَتِ الْجَمَاعَةُ إِلَى مَيْدَانٍ فَسِيحٍ يَقِفُ فِيهِ شُرْطِيٌّ .

waṣalati ljamaaʕatu ʔilaa maydaanin fasiiḥin yaqifu fiihi šurṭiyyun
The group (family) arrived at a big square where a policeman was standing.

سَالِمٌ : اَلشُّرْطَةُ يُنَظِّمُونَ الْمُرُورَ فِي الشَّوَارِعِ وَالْمَيَادِينِ .

saalimun ʔaššurṭatu yunaððimuuna lmuruura fi ššawaariʕi walmayaadiini
Salim: "Policemen control the traffic in (the) streets and squares."

مَحْمُودٌ : فِي يَدِ الشُّرْطِيِّ صَفَّارَةٌ .

mahmuudun fii yadi ššurtiyyi saffaaratun
Mahmud: "The policeman has a whistle in his hand."

سَالِمٌ : حِينَ يَنْفُخُ الشُّرْطِيُّ فِي الصَّفَّارَةِ ، يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

saalimun hiina yanfuxu ššurtiyyu fi ssaffaarati yastatiiʕu ssaaʔiruuna lʕubuura
Salim: "When the policeman blows the whistle, the pedestrians can cross."

مَحْمُودٌ : وَلِمَاذَا لَا يَعْبُرُ السَّائِرُونَ الْآنَ ؟

mahmuudun walimaaðaa laa yaʕburu ssaaʔiruuna lʔaana
Mahmud: "Why don't the pedestrians cross now?"

سَالِمٌ : اَلنُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ . يَعْبُرُونَ عِنْدَمَا يَظْهَرُ النُّورُ الْأَخْضَرُ .

saalimun ʔannuru lʔahmaru ʔamaama ssaaʔiriina yaʕburuuna ʕindamaa yaðharu nnuuru lʔaxdaru
Salim: "The red light is on (in front of the pedestrians). They will cross when the light turns green."

مَحْمُودٌ : اَلسَّيَّارَاتُ وَالْعَرَبَاتُ تَمْضِي فِي طَرِيقِهَا .

mahmuudun ʔassayyaaraatu walʕarabaatu tamdii fii tariiqihaa
Mahmud: "The cars and carriages are running along."

سَالِمٌ : اَلطَّرِيقُ أَمَامَهَا مَفْتُوحٌ .

saalimun ʔattariiqu ʔamaamaha maftuuhun
Salim: "The way is open for them."

مَحْمُودٌ : اِنْطَفَأَ النُّورُ الْأَحْمَرُ ، وَظَهَرَ النُّورُ الْأَخْضَرُ .

mahmuudun ʔintafaʔa nnuuru lʔahmaru waðahara nnuuru lʔaxdaru
Mahmud: "The red light is off and the green light is on."

وَنَفَخَ الشُّرْطِيُّ فِي صَفَّارَتِهِ .

wanafaxa ššurtiyyu fii saffaaratihi
The policeman blew his whistle.

سَالِمٌ : اَلْآنَ تَقِفُ السَّيَّارَاتُ وَالْعَرَبَاتُ وَيَعْبُرُ السَّائِرُونَ .

saalimun ʔalʔaana taqifu͡ ssayyaaraatu walʕarabaatu wayaʕburu͡ ssaaʔiruuna

Salim: " Now the cars and the carriages will stop and the pedestrians will cross. "

وَعَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتْ كَذٰلِكَ جَمَاعَاتُ النَّاسِ .

waʕabarati͡ ljamaaʕatu͡ lmaydaana waʕabarat kaðaalika jamaaʕaatu͡ nnaasi

Salim's family as well as the other pedestrians crossed.

سَالِمٌ : اَلشُّرْطِيُّ فِى الْمَدِينَةِ كَالْخَفِيرِ فِى الْقَرْيَةِ . اَلشُّرْطَةُ سَاهِرُونَ عَلَى الْأَمْنِ فِى الْمُدُنِ .

saalimun ʔaššurtiyyu fi͡ lmadiinati kalxafiiri fi͡ lqaryati ʔaššurtatu saahiruuna ʕala͡ lʔamni fi͡ lmuduni

Salim: " The policeman in town is like the village guard (khafir) in the village. Policemen maintain security in cities. "

مَحْمُودٌ : وَالْخُفَرَاءُ سَاهِرُونَ عَلَى الْأَمْنِ فِى الْقَرْيَةِ .

maħmuuduh walxufaraaʔu saahiruuna ʕala͡ lʔamni fi͡ lqaryati

Mahmud: " And the khafirs maintain security in the village. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Read the following: — اِقْرَأِ الْآتِى :

يَسْتَطِيعُ السَّائِرُ الْعُبُورَ — يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

اَلنُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِ — النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ .

The word اَلسَّائِرُ is masculine singular and it has two plural forms: اَلسَّائِرُونَ — اَلسَّائِرِينَ. These plural forms are formed from the singular by adding either the suffix *-uuna* « ـُونَ » or the suffix *-iina* « ـِينَ » according to certain grammatical rules that will be dealt with later on.

These two plural forms are called *'sound masculine plurals'* « جَمْعُ مُذَكَّرٍ سَالِمٌ ».

اَلسَّائِرُونَ = اَلسَّائِرُ + ونَ

اَلسَّائِرِينَ = اَلسَّائِرِ + ينَ

2. Read the following: — اِقْرَأِ الْآتِى :

عَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتْ جَمَاعَاتُ النَّاسِ الْمَيْدَانَ .

The word جَمَاعَات is the plural form of the feminine singular word جَمَاعَة.

It is formed from the singular by adding the suffix *-aat* « ـات » after dropping the feminine singular ending « ـة ».

It is called *'sound feminine plural'* « جَمْعُ مُؤَنَّثٍ سَالِمٌ ».

Other examples are:

اَلسَّيَّارَةُ — اَلسَّيَّارَاتُ

اَلْعَرَبَةُ — اَلْعَرَبَاتُ

3. Read the following: اِقْرَأِ الْآتِيَ :

هَذَا شَارِعٌ وَاسِعٌ – شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

The word شَوَارِعُ is the plural of the masculine singular word شَارِع. It is formed from the singular by internal change. It is called *'broken plural'* « جَمْعُ تَكْسِيرٍ ».

Unlike 'sound' plurals which are formed by adding suffixes to the singular form, 'broken' plurals are formed by changing the singular form. Broken plural patterns are very numerous, and it is not always possible to forecast from singular to plural or vice versa. You should, therefore, learn both the singular and plural of nouns as you meet them.

Following are other examples:

شُرْطِيٌّ	شُرْطَةٌ
مَيْدَانٌ	مَيَادِينُ
خَفِيرٌ	خُفَرَاءُ
مَدِينَةٌ	مُدُنٌ
اَلْقَرْيَةُ	اَلْقُرَى

EXERCISES

تمرينات

1. Give the singular form of each of the following words:

طَائِرَاتٌ ـ أَشْجَارٌ ـ مُدَرِّسُونَ ـ صَيْدَلِيَّاتٌ ـ فَلَّاحُونَ ـ مَعَامِلُ ـ مَرِيضَاتٌ
تَلَامِيذُ ـ مُسَافِرُونَ ـ رُفُوفٌ ـ عُمَّالٌ ـ مَنَادِيلُ ـ مَكْرُوهُونَ ـ مَحْبُوبُونَ

2. Fill in the blanks with broken plurals:

(ا) تَطِيرُ . . . . . فِي الْهَوَاءِ .
(ب) يَحْمِلُ الْمُسَافِرُونَ . . . . .
(جـ) . . . . . الطَّعَامِ لَذِيذَةٌ .
(د) . . . . . الْحَدِيقَةِ جَمِيلَةٌ .
(هـ) يَعْمَلُ . . . . . بِنِظَامٍ .
(و) هَذِهِ عُلْبَةُ . . . . .

3. Put the following plurals in their appropriate places:

الزَّوْجَاتُ ـ النَّشِيطُونَ ـ رِوَايَاتُ ـ الْبَقَرَاتُ ـ ذَاهِبُونَ ـ مُؤَدَّبُونَ

(ا) الْفَلَّاحُونَ . . . . . مَحْبُوبُونَ .
(ب) أَحْضَرَتِ . . . . . الطَّعَامَ .
(جـ) . . . . . فِي الْحَظِيرَةِ .
(د) هُمْ . . . . . إِلَى الْمَدْرَسَةِ .
(هـ) . . . . . الْمَسْرَحِ جَمِيلَةٌ .
(و) أَنْتُمْ . . . . . ، أَنَا مَسْرُورٌ مِنْكُمْ .

اَلدَّرْسُ السَّابِعُ وَالْخَمْسُونَ

ʔaddarsu‿ssaabiʕu walxamsuuna

Lesson Fifty Seven

مُبَارَاةٌ فِي كُرَةِ الْقَدَمِ

mubaaraatun fii kurati‿lqadami

A Footbool Match

تَزَلَ الْفَرِيقُ الْأَوَّلُ إِلَى الْمَلْعَبِ .

nazala‿lfariiqu‿lʔawwalu ʔila‿lmalʕabi

The first team came on to the football field.

وَبَعْدَ قَلِيلٍ نَزَلَ الْفَرِيقُ الثَّانِي .

wabaʕda qaliilin nazala‿lfariiqu‿θθaanii

After a while the second team came on (to the football field).

دَارَ الْفَرِيقَانِ حَوْلَ الْمَلْعَبِ .

daara‿lfariiqaani hawla‿lmalʕabi

The two teams ran round the football field.

وَصَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

waṣaffaqa⁀nnaasu lilfariiqayni
The people applauded the two teams.

وَقَفَ كُلُّ فَرِيقٍ فِي جَانِبِهِ .

waqafa kullu fariiqin fii jaanibihi
Each team stood on one side (of the football field).

وَقَفَ حَارِسُ الْمَرْمَى أَمَامَ مَرْمَاهُ .

waqafa ḥaarisu⁀lmarmaa ʔamaama marmaahu
The goalkeeper stood in front of his goal.

وَوَقَفَ الظَّهِيرَانِ أَمَامَ الْحَارِسِ .

wawaqafa⁀ðð̣ahiiraani ʔamaama⁀lḥaarisi
The two backs stood in front of the goalkeeper.

وَفِي الْوَسَطِ وَقَفَ الْمُهَاجِمُونَ .

wafi⁀lwasaṭi waqafa⁀lmuhaajimuuna
The forwards stood in the middle.

وَعَلَى الْيَمِينِ وَالْيَسَارِ وَقَفَ الْجَنَاحَانِ .

waʕala⁀lyamiini walyasaari waqafa⁀ljanaaḥaani
The two wings stood to the right and the left.

وَبَيْنَ الْفَرِيقَيْنِ وَقَفَ الْحَكَمُ .

wabayna⁀lfariiqayni waqafa⁀lḥakamu
The referee took his place between the two teams.

صَفَّرَ الْحَكَمُ وَبَدَأَتِ الْمُبَارَاةُ .

ṣaffara⁀lḥakamu wabadaʔati⁀lmubaaraatu
The referee blew his whistle and the match began.

بَدَأَ الْفَرِيقُ الْأَوَّلُ الْهُجُومَ .

badaʔa lfariiqu lʔawwalu lhujuuma
The first team started to attack,

وَتَنَاقَلَ الْكُرَةَ بِسُرْعَةٍ .

watanaaqala lkurata bisurʕatin
and passed the ball quickly.

وَأَفْلَتَ الْمُهَاجِمُونَ مِنَ الظَّهِيرَيْنِ .

waʔaflata lmuhaajimuuna mina ððahiirayni
The forwards got away from the backs (succeeded in breaking the defense line).

وَأَحْرَزَ الْجَنَاحُ الْأَيْمَنُ هَدَفاً .

waʔaħraza ljanaaħu lʔaymanu hadafan
The right wing scored a goal.

تَحَمَّسَ الْفَرِيقُ الثَّانِي وَهَاجَمَ بِشِدَّةٍ .

taħammasa lfariiqu θθaani wahaajama bišiddatin
The second team pulled themselves up and attacked hard.

وَلَكِنَّ الْفَرِيقَ الْأَوَّلَ أَحْرَزَ هَدَفاً آخَرَ .

walaakinna lfariiqa lʔawwala ʔaħraza hadafan ʔaaxara
But the first team scored another goal.

وَانْتَهَى الشَّوْطُ الْأَوَّلُ .

wantaha ššawṭu lʔawwalu
The first halftime came to an end.

وَفِي الشَّوْطِ الثَّانِي أَحْرَزَ الْفَرِيقُ الثَّانِي هَدَفَيْنِ .

wafi ššawṭi θθaani ʔaħraza lfariiqu θθaanii hadafayni
In the second halftime the second team scored two goals.

فَتَعَادَلَ الْفَرِيقَانِ ، وَانْتَهَتِ الْمُبَارَاةُ .

fataʕaadala lfariiqaani, wantahati lmubaaraatu
So the two teams drew and the match came to an end.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Read the following sentences paying special attention to the underlined words:

نَزَلَ الْفَرِيقُ – دَارَ الْفَرِيقَانِ – صَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

The word اَلْفَرِيقُ in the first sentence denotes ONE and it is, therefore, called SINGULAR.

The word اَلْفَرِيقَانِ in the second sentence denotes TWO and it is, therefore, called DUAL.

The word اَلْفَرِيقَيْنِ in the third sentence also denotes TWO and it is called DUAL.

Note that the DUAL is formed from the SINGULAR by adding either the suffix *-aani* « اَنِ » or the suffix *-ayni* « يْنِ » according to grammatical rules which will be dealt with later on.

2. Read the following sentences observing the underlined DUAL nouns:

وَقَفَ الظَّهِيرَانِ . وَقَفَ الْحَكَمُ بَيْنَ الْفَرِيقَيْنِ .

وَقَفَ الْجَنَاحَانِ . أَحْرَزَ الْفَرِيقُ هَدَفَيْنِ .

A Dual noun may be either *masculine* as in the previous examples or *feminine* as in the following ones:

ʔalwardataani jamiilataani — اَلْوَرْدَتَانِ جَمِيلَتَانِ .
The two roses are beautiful.

qaṭafat suʕaadu wardatayni — قَطَفَتْ سُعَادُ وَرْدَتَيْنِ .
Suad picked two roses.

kataba nabiilun risaalatayni — كَتَبَ نَبِيلٌ رِسَالَتَيْنِ .
Nabil wrote two letters.

EXERCISES | تمرينات

1. Give the dual of each of the following words, first by adding « ـَانِ » and then by adding « ـَيْنِ » . Follow the examples given:

وَلَدٌ وَلَدَانِ وَلَدَيْنِ غُرْفَةٌ غُرْفَتَانِ غُرْفَتَيْنِ

مُهَنْدِسٌ . . . . شَجَرَةٌ . . . .

فَلَّاحٌ . . . . نَافِذَةٌ . . . .

2. Underline the dual in each of the following sentences:

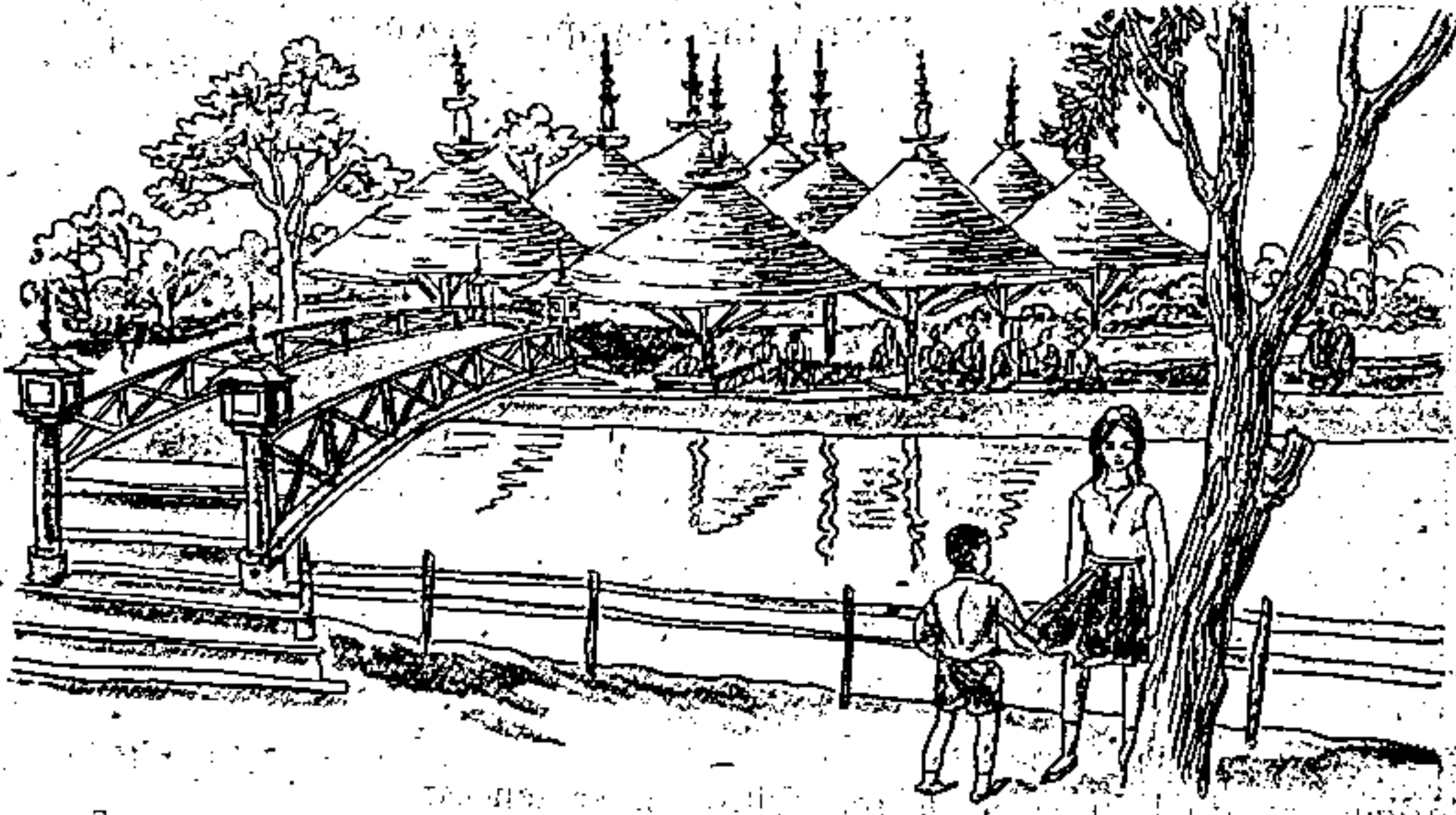
(ا) أَكَلَتْ هِنْدٌ تُفَّاحَتَيْنِ .

(ب) زَرَعَ الْفَلَّاحَانِ شَجَرَةَ التِّينِ .

(ج) نَبِيلٌ وَأَحْمَدُ تِلْمِيذَانِ مُجْتَهِدَانِ .

(د) قَرَأَ التِّلْمِيذُ الدَّرْسَيْنِ .

اَلدَّرْسُ الثَّامِنُ وَالْخَمْسُونَ

ʔaddarsu͡ θθaaminu walxamsuuna
Lesson Fifty Eight

حُلْوَانُ

ħulwaanu
Helwan

قَالَ أَحْمَدُ لِنَبِيلٍ : هَلْ رَأَيْتَ حُلْوَانَ ؟

qaala ʔaħmadu linabiilin hal raʔayta ħulwaana
Ahmad said to Nabil, "Have you seen Helwan?"

نَبِيلٌ : لَا ، لَمْ أَرَهَا .

nabiilun laa lam ʔarahaa
Nabil: "No, I have not seen it."

أَحْمَدُ : يَجِبُ أَنْ تَرَاهَا يَا نَبِيلُ .

ʔaħmadu yajibu ʔan taraahaa yaa nabiilu
Ahmad: "You should see it, Nabil."

حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ . شَمْسُهَا مُشْرِقَةٌ .

ħulwaanu madiinatun jamiilatun šamsuhaa mušriqatun
"Helwan is a beautiful city. It is always sunny.

وَجَوُّهَا دَافِئٌ ، وَهَوَاؤُهَا جَافٌّ .

wajawwuhaa daafiʔun wahawaaʔuhaa jaaffun
Its weather is warm and its air is dry.

نَبِيلٌ : هَلْ تَذْهَبُ مَعِي يَا أَحْمَدُ ؟

nabiilun hal taðhabu maʕii yaa ʔaħmadu
Nabil: "Will you go with me, Ahmad ?"

أَحْمَدُ : نَعَمْ ، وَسَأُحْضِرُ مَعِي أُخْتِي سَمِيرَةَ .

ʔaħmadu naʕam wasaʔuħdiru maʕii ʔuxtii samiirata
Ahmad: "Yes, and I'll bring my sister Samira along with me."

نَبِيلٌ : وَأَنَا أُحْضِرُ مَعِي أُخْتِي نِهَادَ .

nabiilun waʔanaa ʔuħdiru maʕii ʔuxtii nihaada
Nabil: "And I'll bring my sister Nihad along with me.

نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ ، وَأَنَا وَأَنْتَ صَدِيقَانِ أَيْضاً .

nihaadu wasamiiratu sadiiqataani waʔanaa waʔanta sadiiqaani ʔaydan
Nihad and Samira are friends, and I and you are friends too."

أَحْمَدُ : نَلْتَقِي يَوْمَ الْجُمُعَةِ عِنْدَ مَحَطَّةِ بَابِ اللُّوقِ .

ʔaħmadu naltaqii yawma ljumuʕati ʕinda maħattati baabi lluuqi
Ahmad: "We'll meet at Bab el-Louk Station on Friday."

رَكِبَ الْأَصْدِقَاءُ الْقِطَارَ إِلَى حُلْوَانَ .

rakiba lʔasdiqaaʔu lqitaara ʔilaa ħulwaana
The friends took the train to Helwan.

وَفِي حُلْوَانَ شَاهَدُوا شَوَارِعَهَا الْوَاسِعَةَ ،

wafii ħulwaana šaahaduu šawaariʕaha lwaasiʕata
In Helwan they saw its big streets,

وَمَبَانِيَهَا الْجَمِيلَةَ ، وَحَدَائِقَهَا الْمُنَسَّقَةَ .

wamabaaniyaha ljamiilata waħadaaʔiqaha lmunassaqata
beautiful buildings and well-arranged gardens.

وَذَهَبُوا إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ وَالْمَرْصَدِ .

waðahabuu ʔilaa ʕuyuuni lmiyaahi lmaʕdiniyyati walmarṣadi
They went to the mineral-water springs and the observatory.

وَعِنْدَ الظُّهْرِ قَالَتْ نِهَادُ :

waʕinda ððuhri qaalat nihaadu
At noon Nihad said,

تَعِبْنَا مِنَ السَّيْرِ . أَيْنَ نَسْتَرِيحُ ؟

taʕibnaa mina ssayri ʔayna nastariiħu
" We are tired of walking. Where shall we rest ? "

قَالَ أَحْمَدُ : نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .

qaala ʔaħmadu nastariiħu fi lħadiiqati lyaabaaniyyati
Ahmad said, " Let's rest in the Japanese Garden.

فِي الْحَدِيقَةِ مَقَاعِدُ مُرِيحَةٌ ، وَتَمَاثِيلُ بَدِيعَةٌ ، وَأَشْجَارٌ ظَلِيلَةٌ .

fi lħadiiqati maqaaʕidu muriiħatun watamaaθiilu badiiʕatun waʔaʃjaarun ðaliilatun
In the garden there are comfortable seats, beautiful statues and shady trees. "

اِسْتَرَاحَتِ الصَّدِيقَتَانِ فِي ظِلِّ شَجَرَةٍ .

ʔistaraaħati ṣṣadiiqataani fii ðilli ʃajaratin
The two friends (Nihad and Samira) had a rest in the shade of a tree.

وَجَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

wajalasa ṣṣadiiqaani ʕalaa maqʕadayni muriiħayni
The two friends (Nabil and Ahmad) sat on two comfortable seats.

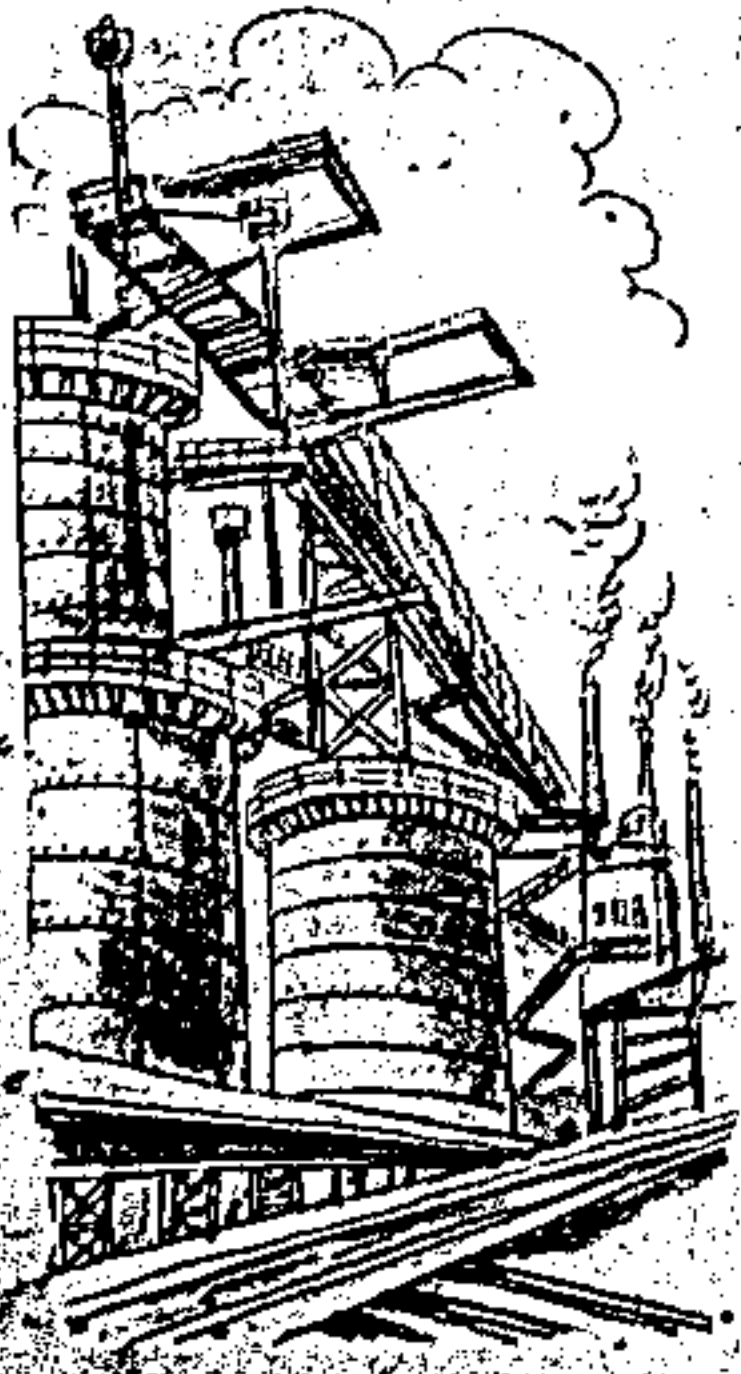
وَفِي الْعَصْرِ قَالَ أَحْمَدُ :

wafi lʕaṣri qaala ʔaħmadu
In the afternoon Ahmad said,

مَصَانِعُ حُلْوَانَ كَثِيرَةٌ ، وَفِيهَا عُمَّالٌ مَاهِرُونَ ،

maṣaaniʕu ħulwaana kaθiiratun wafiihaa ʕummaalun maahiruuna
"Helwan has many factories, where there are skilfull workers,

وَفِيهَا عَامِلَاتٌ نَشِيطَاتٌ .

wafiihaa ʕaamilaatun naʃiitaatun
and active women workers."

سَمِيرَةُ : هَيَّا نُشَاهِدْ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

samiiratu hayyaa nušaahid maṣnaʕa lhadiidi waṣṣulbi
Samira: "Let's go and see the Iron and Steel Factory."

وَقَبْلَ الْغُرُوبِ رَكِبُوا الْقِطَارَ إِلَى الْقَاهِرَةِ .

waqbla lguruubi rakibu lqiṭaara ʔila lqaahirati
Before sunset they took the train (back) to Cairo.

ثُمَّ رَجَعُوا إِلَى مَنَازِلِهِمْ وَهُمْ يَقُولُونَ :

θumma rajaʕuu ʔilaa manaazilihim wahum yaquuluuna
They returned home saying.

حُلْوَانُ مَشْتًى جَمِيلٌ ، حُلْوَانُ مَدِينَةُ الْمُتْعَةِ وَالْعَمَلِ .

hulwaanu maštan jamiilun hulwaanu madiinatu lmutʕati walʕamali
"Helwan is a beautiful winter resort; Helwan is the city of pleasure and (hard) work."

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. In Arabic, a word is either a *noun*, a *verb* or a *particle.*

   a - A noun denotes a person, an animal, or a thing.

   Examples :

   نَبِيلٌ — نِهَادُ — شَجَرَةٌ — مَرْصَدٌ — بَقَرَةٌ

   b - A verb denotes an action at a certain time.

   Examples:

   شَرِبَ — يَشْرَبُ — اِشْرَبْ

   c - A word which is not a noun or a verb is a particle.

   Examples:

   مِنْ — إِلَى — هَلْ — فِي .

2. A verb is either *past, present* or *imperative.*

   a - The past (verb) denotes an action that took place in the past.

   Examples:

   رَكِبَ — رَجَعَ

   b - The present (verb) denotes an action that takes place in the present or the future.

   Examples:

   يَرْكَبُ — يَرْجِعُ

   c - The imperative expresses a request or an order.

   Examples:

   اِرْكَبْ — اِرْجِعْ

3. A noun is either *masculine* or *feminine.*

   masculine . . . . رَجُلٌ — حِصَانٌ — طَائِرٌ — مَرْصَدٌ . . .

   feminine . . . . سَمِيرَةٌ — نَعَامَةٌ — شَجَرَةٌ — مَائِدَةٌ . . .

   Feminine nouns generally have the feminine ending « ة ـــة » اَلتَّاءُ الْمَرْبُوطَةُ.
   Some feminine nouns however do not have the feminine ending.

   Examples:

   نِهَادُ — أُذُنٌ — عَيْنٌ — قَدَمٌ

4. A noun is either *singular*, *dual* or *plural*.

a - A singular noun denotes ONE.

Examples:

صَدِيقٌ – قِطَارٌ – مَصْنَعٌ

b - A dual noun denotes TWO (masculine or feminine).

Examples:

صَدِيقَانِ – قِطَارَانِ – مَصْنَعَانِ

The dual is formed by adding « ـانِ » or « ـيْنِ » to the singular.

Examples:

جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

c - A plural noun denotes more than TWO.

Examples:

أَصْدِقَاءُ – فَلَّاحُونَ – فَلَّاحَاتٌ

Plural nouns are of three kinds:

1. The *sound masculine plural*. It is formed by adding « ـُونَ » or « ـِينَ » to the masculine singular.

فِي الْمَصَانِعِ عُمَّالٌ مَاهِرُونَ . رَأَيْتُ فِي الْمَصْنَعِ عُمَّالًا مَاهِرِينَ .

2. The *sound feminine plural*. It is formed by adding « ـَاتٌ » to the feminine singular.

فَلَّاحَاتٌ – شَجَرَاتٌ

3. The *broken plural*. It is formed by changing the form of the masculine or the feminine singular.

صَدِيقٌ ⟵ أَصْدِقَاءُ – شَجَرَةٌ ⟵ أَشْجَارٌ .

EXERCISES — تمرينات

1. Indicate the nouns, the verbs and the particles in the following sentences:

ا ـ نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .

ب ـ جَلَسَ نَبِيلٌ عَلَى مَقْعَدٍ مُرِيحٍ .

ج ـ شَاهَدَ الْأَصْدِقَاءُ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

د ـ عَادَ أَحْمَدُ إِلَى مَنْزِلِهِ .

2. Fill in the blanks with either a noun or a verb:

ا ـ رَكِبَ الْأَصْدِقَاءُ . . . . . . إِلَى . . . .

ب ـ . . . . . . الْأَصْدِقَاءُ إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ .

ج ـ . . . . . نِهَادُ فِي . . . . . . شَجَرَةٍ .

د ـ هَيَّا نُشَاهِدْ . . . . . الْحَدِيدِ وَالصُّلْبِ .

3. Indicate the masculine nouns and the feminine nouns in the following:

ا ـ حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ .

ب ـ شَمْسُهَا مُشْرِقَةٌ .

ج ـ جَوُّهَا دَافِئٌ .

د ـ هَوَاؤُهَا جَافٌّ .

هـ ـ حُلْوَانُ مَدِينَةُ الْمُتْعَةِ وَالْجَمَالِ .

4. Indicate the singular, dual and plural nouns in the following. Then state the kind of each plural:

ا ـ نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ .

ب ـ أَنَا وَأَنْتَ صَدِيقَانِ .

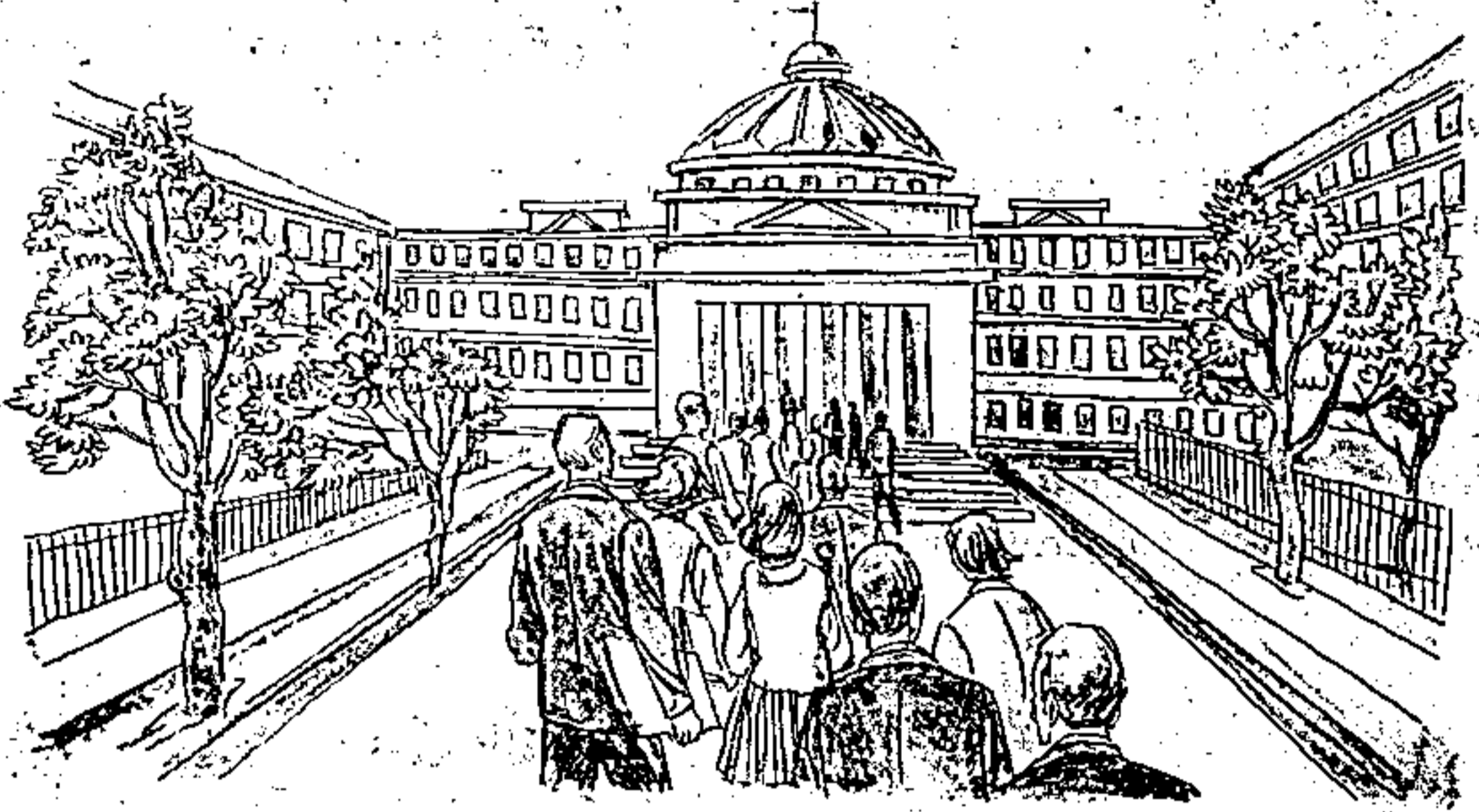
ج ـ جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

د ـ مَصَانِعُ حُلْوَانَ كَثِيرَةٌ .

هـ ـ فِيهَا عُمَّالٌ مَاهِرُونَ وَعَامِلَاتٌ نَشِيطَاتٌ .

اَلدَّرْسُ التَّاسِعُ وَالْخَمْسُونَ

ʔaddarsu ͡ ttaasiʕu walxamsuuna

Lesson Fifty Nine

اَلْجَامِعَةُ

ʔaljaamiʕatu

The University

حَاتِمٌ أَتَمَّ الدِّرَاسَةَ الثَّانَوِيَّةَ .

haatimun ʔatamma ͡ ddiraasata ͡ θθaanawiyyata

Hatem finished the secondary school education.

دَخَلَ حَاتِمٌ الْجَامِعَةَ .

daxala haatimunu ͡ ljaamiʕata

Hatem joined the University.

حَاتِمٌ يَسْكُنُ بِجِوَارِ نَبِيلٍ .

haatimun yaskunu bijiwaari nabiilin

Hatem lives next door to Nabil.

نَبِيلٌ قَالَ لِأُخْتِهِ نِهَادَ :

nabiilun qaala liʔuxtihi nihaada,

Nabil said to his sister Nihad,

حَاتِمٌ أَقْبَلَ ، سَأَذْهَبُ إِلَيْهِ ،

haatimun ʔaqbala saʔaðhabu ʔilayhi
"Hatem has come. I'll go to him,

وَأَسْأَلُهُ فِي أَيِّ جَامِعَةٍ دَخَلَ .

waʔasʔaluhu fii ʔayyi jaamiʕatin daxala
and ask him which university he has joined."

نَبِيلٌ : فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمُ ؟

nabiilun fii ʔayyi jaamiʕatin ʔanta yaa haatimu
Nabil: "In which University are you Hatem?"

حَاتِمٌ : أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

haatimun ʔanaa fii jaamiʕati lqaahirati
Hatem: "I am in Cairo University."

نَبِيلٌ : فِي أَيِّ كُلِّيَّةٍ دَخَلْتَ ؟

nabiilun fii ʔayyi kulliyyatin daxalta
Nabil: "Which college have you joined?"

حَاتِمٌ : دَخَلْتُ كُلِّيَّةَ الْهَنْدَسَةِ .

haatimun daxaltu kulliyyata lhandasati
Hatem: "I have joined the College of Engineering."

نَبِيلٌ : كَمْ كُلِّيَّةً فِي الْجَامِعَةِ ؟

nabiilun kam kulliyyatan fi ljaamiʕati
Nabil: "How many colleges are there in the University?"

حَاتِمٌ : فِي الْجَامِعَةِ كُلِّيَّاتٌ كَثِيرَةٌ .

haatimun fi ljaamiʕati kulliyyaatun kaθiiratun
Hatem: "The University has many colleges."

فِيهَا كُلِّيَّةُ الطِّبِّ ، وَكُلِّيَّةُ الصَّيْدَلَةِ ، وَكُلِّيَّةُ الطِّبِّ الْبَيْطَرِيِّ ،

fiihaa kulliyyatu ttibbi wakulliyyatu ssaydalati wakulliyyatu ttibbi lbaytariyyi
"There are the College of Medicine, the College of Pharmacology, the College of Veterinary Medicine,

وَكُلِّيَّةُ الْعُلُومِ ، وَكُلِّيَّةُ الاِقْتِصَادِ ، وَكُلِّيَّةُ التِّجَارَةِ ،

wakulliyyatu lʕuluumi wakulliyyatu liqtisaadi wakulliyyatu ttijaarati
the College of Science, the College of Economics, the College of Commerce,

وَكُلِّيَّةُ الْآدَابِ ، وَكُلِّيَّةُ الْحُقُوقِ.

wakulliyyatu lʔaadaabi wakulliyyatu lhuquuqi
the College of Arts and the College of Law.

وَفِي كُلِّ كُلِّيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

wafii kulli- kulliyyatin ʔaqsaamun muxtalifatun
Each college has various departments."

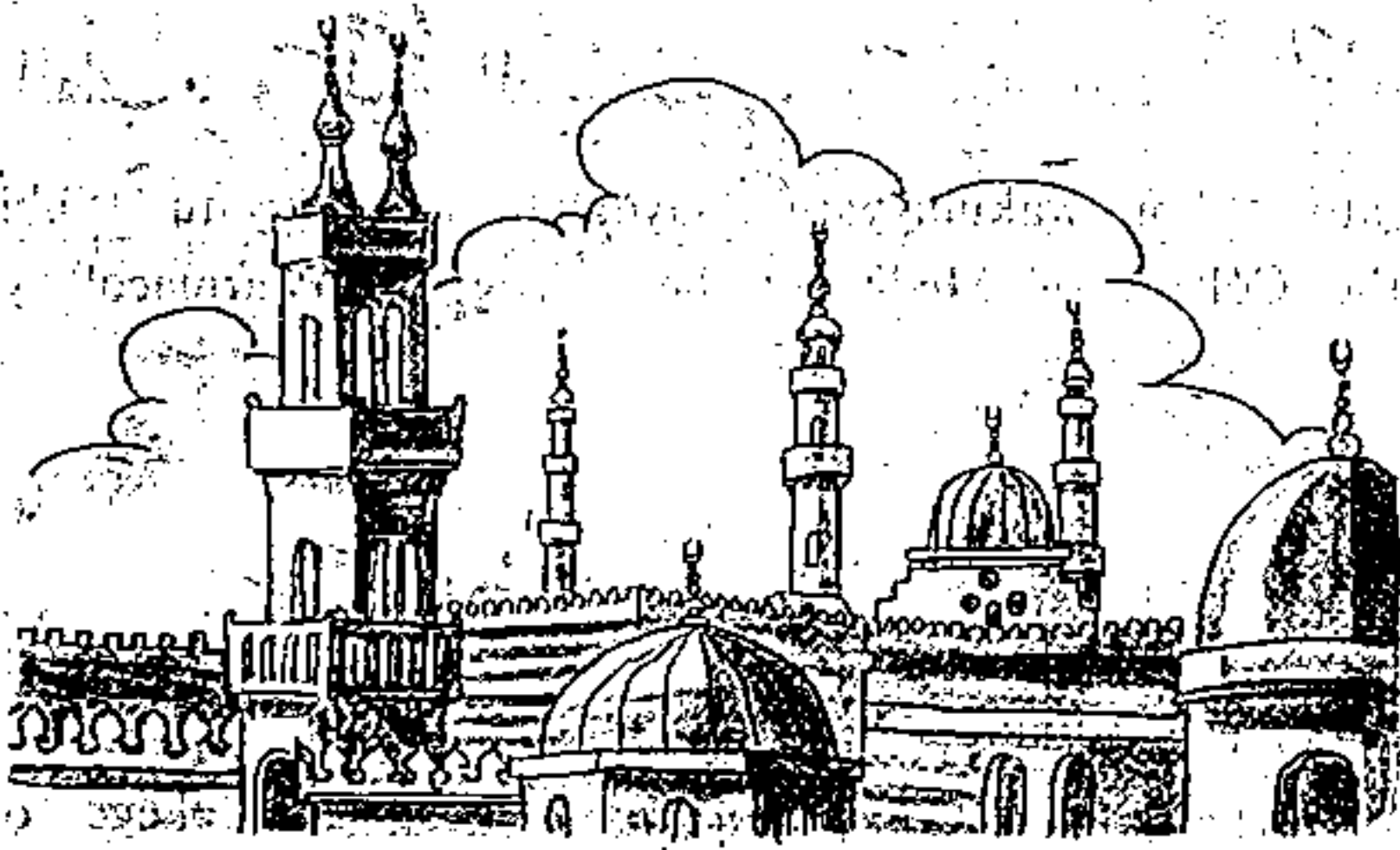
نَبِيلٌ : كَمْ جَامِعَةً فِي جُمْهُورِيَّتِنَا ؟

nabiilun kam jaamiʕatan fii jumhuuriyyatinaa
Nabil : "How many Universities are there in our Republic ?"

حَاتِمٌ : فِي جُمْهُورِيَّتِنَا جَامِعَاتٌ كَثِيرَةٌ .

haatimun fii jumhuuriyyatinaa jaamiʕaatun kaθiiratun
Hatem: "There are many universities in our Republic."

فِيهَا جَامِعَةُ عَيْنِ شَمْسٍ ، وَجَامِعَةُ الْأَزْهَرِ ، وَجَامِعَةُ الْإِسْكَنْدَرِيَّةِ ،

fiihaa jaamiʕatu ʕayni šamsin wajaamiʕatu lʔazhari wajaamiʕatu lʔiskandariyyati
There are the University of Ain-Shams, the University of Al-Azhar, the University of Alexandria,

وَجَامِعَةُ أَسْيُوطَ ، وَجَامِعَةُ الْمَنْصُورَةِ .

wajaamiʕatu ʔasyuuṭa wajaamiʕatu lmanṣuurati

the University of Assiut and the University of Mansourah."

نَبِيلٌ : هَلْ فِي الْجَامِعَةِ طَلَبَةٌ مِنْ بِلَادٍ أُخْرَى ؟

nabiilun hal fi ljaamiʕati ṭalabatun min bilaadin ʔuxraa

Nabil: " Are there students from other countries in the University ? "

حَاتِمٌ : نَعَمْ بِالْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

ḥaatimun naʕam biljaamiʕati ṭalabatun min ʔanḥaaʔi lʕaalami

Hatem : " Yes, there are students from all parts of the world in the University.

وَجَامِعَاتُنَا تُرَحِّبُ بِكُلِّ طَالِبٍ .

wajaamiʕaatunaa turaḥḥibu bikulli ṭaalibin

Our universities welcome every student."

نَبِيلٌ : شُكْرًا لَكَ يَا حَاتِمُ .

nabiilun šukran laka yaa ḥaatimu

Nabil: " Thank you, Hatem.

أَنْتَ الْآنَ تَتَعَلَّمُ وَغَدًا تَكُونُ مُهَنْدِسًا عَظِيمًا .

ʔanta lʔaana tataʕallamu wagadan takuunu muhandisan ʕaðiiman

Now you are studying and in the future you will be a great engineer. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Read the following words:

دَرْسٌ	قِسْمٌ	كُلِّيَّةٌ	جَامِعَةٌ
darsun	qismun	kulliyyatun	jaamiʕatun
a lesson	a department	a college	a university

None of these nouns denotes a specific thing. It is, therefore, called an *indefinite noun* « نَكِرَةٌ ».

2. Read the following words:

ħaatimun (Hatim - a person's name) حَاتِمٌ

nabiilun (Nabil - « « «) نَبِيلٌ

nihaadu (Nihad - « « «) نِهَادُ

ʔaljaamiʕatu (the university) اَلْجَامِعَةُ

kulliyyatu ṣṣaydalati (the College of Pharmacology) كُلِّيَّةُ الصَّيْدَلَةِ

ʔanaa (I) أَنَا

Each of these nouns denotes a specific person or thing. It is, therefore, called a *definite noun* « مَعْرِفَةٌ ».

And so a noun may be either *indefinite* or *definite*. An indefinite noun does not indicate a specific person or thing, whereas a definite noun indicates a specific person or thing.

EXERCISES — تمرينات

1. Fill in the blanks with suitable nouns:

(ا) أَقْبَلَ . . . . . سَأَذْهَبُ إِلَيْهِ .

(ب) أَنَا فِي . . . . . الْقَاهِرَةِ .

(ج) دَخَلَ حَاتِمٌ كُلِّيَّةَ . . . . .

(ج) أَرْجُو أَنْ تَكُونَ مُهَنْدِساً . . . . .

2. Rearrange the words on each line to form a complete sentence:

(ا) نِهَادَ ــ قَالَ ــ لِأُخْتِهِ ــ نَبِيلٌ .

(ب) حَاتِمٌ ــ سَأَذْهَبُ ــ أَقْبَلَ ــ إِلَيْهِ .

(ج) أَنَا ــ الْقَاهِرَةِ ــ جَامِعَةِ ــ فِي .

3. Indicate the indefinite nouns in the following sentences:

(ا) دَخَلَ حَاتِمٌ الْجَامِعَةَ .

(ب) فِي كُلِّ كُلِّيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

(ج) فِي الْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

4. Indicate the definite nouns in the following sentences:

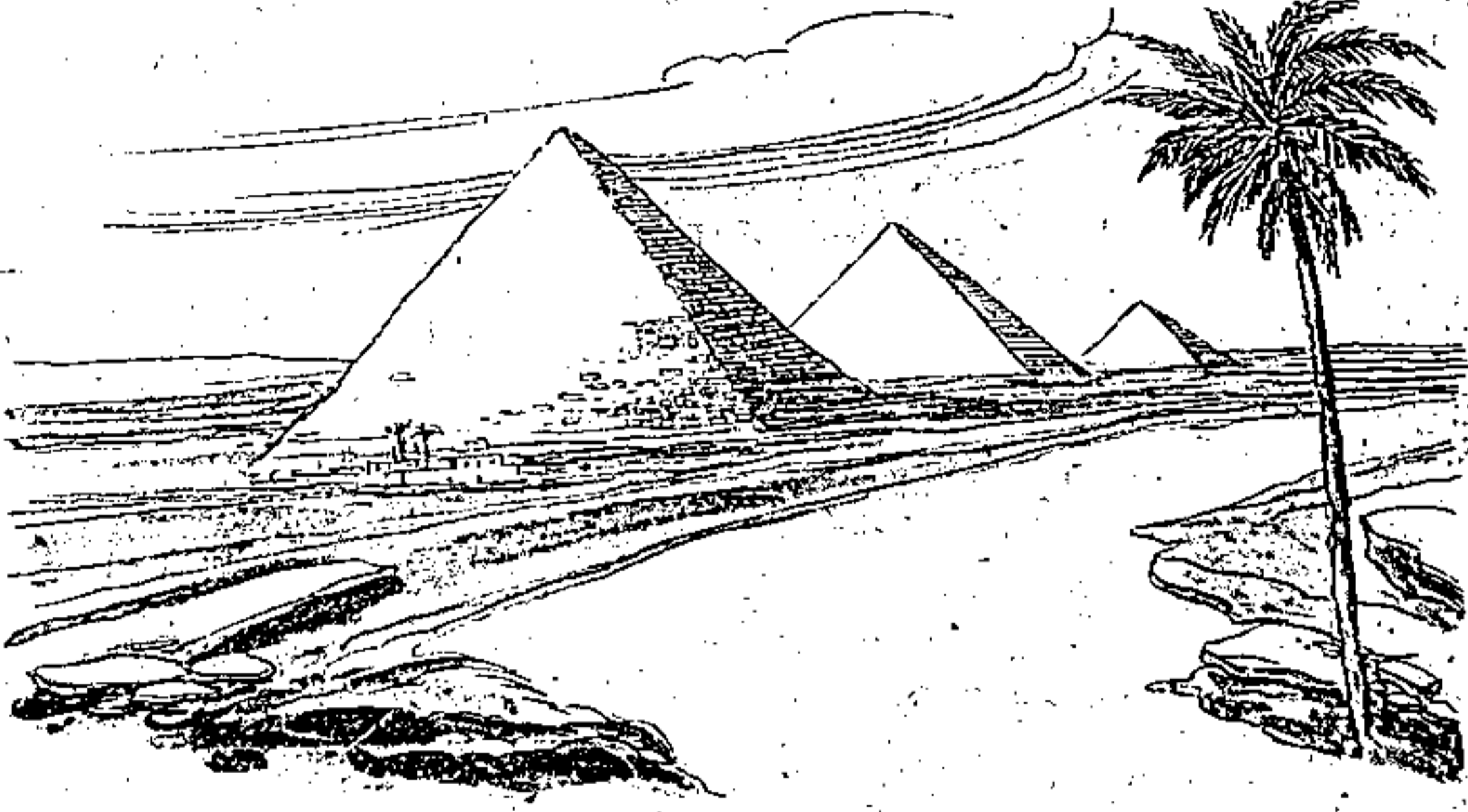
(ا) فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمُ ؟

(ب) أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

(ج) دَخَلْتُ كُلِّيَّةَ الْهَنْدَسَةِ .

اَلدَّرْسُ السِّتُّونَ

ʔaddarsu ssittunna

Lesson Sixty

أَهْرَامُ الْجِيزَةِ

ʔahraamu ljiizati

The Pyramids of Guiza

أَتَمَّ حَاتِمٌ دِرَاسَتَهُ فِى الْجَامِعَةِ .

ʔatamma ħaatimun diraasatahu fi ljaamiʕati
Hatem has completed his university education.

وَسَافَرَ فِى بَعْثَةٍ دِرَاسِيَّةٍ إِلَى الْخَارِجِ .

wasaafara fi baʕθatin diraasiyyatin ʔila lxaariji
And went abroad on a study mission.

فَعَرَفَ كَثِيراً مِنَ الْأَصْدِقَاءِ .

faʕarafa kaθiiran mina lʔaṣdiqaaʔi
He made many friends there.

وَبَعْدَ عَوْدَتِهِ إِلَى بِلَادِهِ ،

wabaʕda ʕawdatihi ʔilaa bilaadihi
After his return to his country,

زَارَهُ صَدِيقٌ مِنْ بَاكِسْتَانَ .

zaarahu sadiiqun min paakistaana
a friend from Pakistan came to visit him.

وَرَغِبَ صَدِيقُهُ فِي زِيَارَةِ بَعْضِ الْآثَارِ .

waragiba sadiiquhu fii ziyaarati baʕdi lʔaaəaari
He wished to visit some monuments.

فَقَالَ لَهُ حَاتِمٌ : سَنَرَى الْيَوْمَ أَهْرَامَ الْجِيزَةِ .

faqaala lahu haatimun sanara lyawma ʔahraama ljiizati
So Hatem told him, " We are going to see the Pyramids of Guiza today. "

وَرَكِبَ الصَّدِيقَانِ السَّيَّارَةَ .

warakiba ssadiiqaani ssayyaarata
Hatem and his friend took a car.

وَسَارَتْ بِهِمَا فِي شَارِعِ الْهَرَمِ .

wasaarat bihimaa fii šaariʕi lharami
The car took them along the Pyramids Road.

وَبَعْدَ مُدَّةٍ وَصَلَتِ السَّيَّارَةُ إِلَى الْأَهْرَامِ .

wabaʕda muddatin wasalati ssayyaaratu ʔila lʔahraami
After a while the car arrived at the Pyramids,

فَقَالَ الصَّدِيقُ : أَرَى ثَلَاثَةَ أَهْرَامٍ .

faqaala ssadiiqu ʔaraa əalaaəata ʔahraamin
Hatem's friend said, " I see three Pyramids. "

فَقَالَ حَاتِمٌ : هِيَ أَهْرَامُ الْجِيزَةِ .

faqaala ħaatimun hiya ʔahraamu ljiizati
Hatem said, " They are the Pyramids of Guiza.

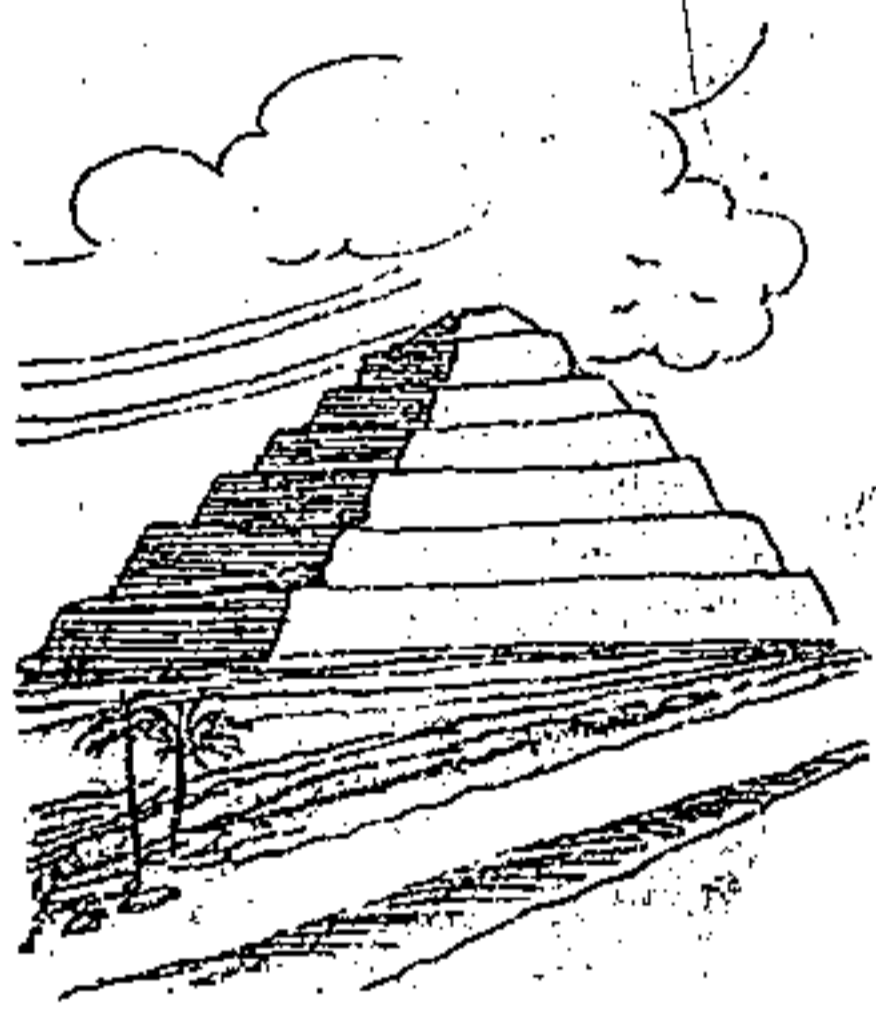
اَلْهَرَمُ الْأَكْبَرُ بَنَاهُ خُوفُو .

ʔalharamu lʔakbaru banaahu xuufuu
The great Pyramid was built by Cheops.

وَالْهَرَمُ الْأَوْسَطُ بَنَاهُ خَفْرَعُ .

walharamu lʔawsatu banaahu xafraʕu
The middle Pyramid was built by Chefren.

وَالْهَرَمُ الْأَصْغَرُ بَنَاهُ مَنْقَرَعُ .

walharamu lʔasgaru banaahu manqaraʕu
The small Pyramid was built by Menkaure.

وَفِي سَقَّارَةَ هَرَمٌ مُدَرَّجٌ بَنَاهُ زُوسَرُ .

wafii saqqaarata haramun mudarrajun banaahu zuusaru
At Sakkara there is the Step Pyramid built by Zoser."

مَا هَذَا الْأَسَدُ يَا حَاتِمُ ؟

maa haaðaa lʔasadu yaa ħaatimu
What's that lion, Hatem?

هَذَا تِمْثَالُ أَبِي الْهَوْلِ يَا صَدِيقِي .

haaðaa timθaalu ʔabi lhawli yaa sadiiqii
This is the Sphinx, my friend.

جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

jismuhu jismu ʔasadin waraʔsuhu raʔsu ʔinsaanin
It has the body of a lion and the head of a human being.

وَفِي الْمَسَاءِ تَسْمَعُ صَوْتَهُ .

wafi lmasaaʔi tasmaʕu ṣawtahu
At night you hear it talk (hear its voice).

عَجِيبٌ ! كَيْفَ يَتَكَلَّمُ التِّمْثَالُ ؟

ʕajiibun kayfa yatakallamu ttimθaalu
Strange! How can a statue talk?

اِنْتَظِرْ وَسَتَرَى وَتَسْمَعُ .

ʔintaðir wasataraa watasmaʕu
Wait and see.

وَفِي الْمَسَاءِ أَضَاءَتِ الْأَهْرَامُ وَأَبُو الْهَوْلِ .

wafi lmasaaʔi ʔadaaʔati lʔahraamu waʔabu lhawli
In the evening the Pyramids and the Sphinx were floodlit.

وَقَصَّ كُلُّ هَرَمٍ تَارِيخَهُ .

waqaṣṣa kullu haramin taariixahu
Each Pyramid told its history.

وَتَكَلَّمَ أَبُو الْهَوْلِ وَقَصَّ تَارِيخَهُ .

watakallama ʔabu lhawli waqaṣṣa taariixahu
The Sphinx talked and told its history, too.

وَانْتَهَى عَرْضُ الصَّوْتِ وَالضَّوْءِ .

wantahaa ʕarḍu ṣṣawti waḍḍawʔi
The Sound and Light show was over.

فَقَالَ الصَّدِيقُ لِحَاتِمٍ :

faqaala ṣṣadiiqu liħaatimin
Hatem's friend said to him,

بِلَادُكُمْ جَمِيلَةٌ وَآثَارُهَا عَظِيمَةٌ .

bilaadukum jamiilatun waʔaaθaaruhaa ʕaðiimatun
« Your country is beautiful and its monuments are great. »

GRAMMATICAL NOTES ## اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1.

مَنْقَرَعُ	خَفْرَعُ	خُوفُو	حَاتِمٌ
manqaraʕu	xafraʕu	xuufuu	haatimun
أَبُو الْهَوْلِ	سَقَّارَةُ	اَلْجِيزَةُ	زُوسَرُ
ʔabu lhawli	saqqaaratu	ʔaljiizatu	żuusaru

Each of these nouns denotes a specific person, place or thing. It is, therefore, called a *definite noun.*

2.

أَسَدٌ	سَيَّارَةٌ	صَدِيقٌ	جَامِعَةٌ
ʔasadun	sayyaaratun	ṣadiiqun	jaamiʕatun
a lion	a car	a friend	a university
اَلْأَسَدُ	اَلسَّيَّارَةُ	اَلصَّدِيقُ	اَلْجَامِعَةُ
ʔalʔasadu	ʔassayyaaratu	ʔaṣṣadiiqu	ʔaljaamiʕatu
the lion	the car	the friend	the University

Each noun on the first line is indefinite. But with the definite article ʔal « أَلْ » attached to it, as on the second line, it becomes definite.

3. Two main types of definite nouns are:

(a) Proper nouns.

(b) Nouns defined by the definite article ʔal « أَلْ ».

EXERCISES تمرينات

1. Fill in the blanks with suitable proper nouns:

ا — أَتَمَّ . . . . . دِرَاسَتَهُ فِى الْجَامِعَةِ .

ب — اَلْهَرَمُ الْأَكْبَرُ بَنَاهُ . . . . .

ج — اَلْهَرَمُ الْأَوْسَطُ بَنَاهُ . . . . .

د — . . . . . جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

ه — اَلْأَهْرَامُ الثَّلَاثَةُ فى . . . . .

2. Fill in the blanks with nouns defined by « ال » :

(١) عَرَفَ حَاتِمٌ كَثِيراً مِنْ . . . . .

(٢) مَا هَذَا . . . . . يَا حَاتِمُ ؟

(٣) . . . . . الْأَكْبَرُ بَنَاهُ خُوفُو .

3. Prefix « ال » to each of the following words. Then use each new word in a complete sentence:

شَجَرَةٌ — مَكْتَبَةٌ — مُدَرِّسٌ — جَامِعٌ — فَلَّاحٌ

اَلدَّرْسُ الْحَادِى وَالسِّتُّونَ

ʔaddarsu‿lhaadii wassittuuna
Lesson Sixty One

اَلْعَمَلُ

ʔalʕamalu
Work

قَالَ الْفَلَّاحُ لِابْنِهِ :

qaala‿lfallaaħu libnihi
The farmer said to his son,

أَنَا أَعْمَلُ فِى الْحَقْلِ .

ʔanaa ʔaʕmalu fi‿lħaqli
"I work in the field,

وَأَنْتَ تَتَعَلَّمُ فِى الْمَدْرَسَةِ .

waʔanta tataʕallamu fi‿lmadrasati
and you learn at school.

نَحْنُ نَعْمَلُ وَنَتَعَلَّمُ .

naħnu naʕmalu wanataʕallamu
We work and learn."

قَالَتِ الْبِنْتُ لِأُخْتِهَا :

qaalati lbintu liʔuxtihaa
The girl said to her sister,

أَنَا عَامِلَةٌ فِى الْمَصْنَعِ ، وَأَنْتِ طَبِيبَةٌ فِى الْمُسْتَشْفَى .

ʔanaa ʕaamilatun fi lmaṣnaʕi waʔanti ṭabiibatun fi lmustašfaa
"I am a worker at the factory and you are a doctor at the hospital.

نَحْنُ نَعْمَلُ وَنَخْدُمُ وَطَنَنَا .

naħnu naʕmalu wanaxdumu waṭananaa
We work and serve our country."

قَالَ الْوَلَدُ لِوَالِدَيْهِ :

qaala lwaladu liwaalidayhi
The boy said to his parents,

أَنْتُمَا الْآنَ تَسْتَرِيحَانِ .

ʔantuma lʔaana tastariiħaani
"You (two) are resting now,

وَأَنَا وَإِخْوَتِى نَخْدُمُكُمَا .

waʔanaa waʔixwatii naxdumukumaa
I and my brothers look after you."

نَحْنُ نَعْمَلُ مِنْ أَجْلِ أُسْرَتِنَا وَوَطَنِنَا .

naħnu naʕmalu min ʔajli ʔusratinaa wawaṭaninaa
We work for our family and country."

قَالَ النَّاقِدُ لِلْمُمَثِّلِينَ :

qaala nnaaqidu lilmumaθθiliina
The critic said to the actors,

أَنْتُمْ تَسْتَحِقُّونَ التَّهْنِئَةَ . .

ʔantum tastaħiqquuna ttahniʔata
"You deserve to be congratulated.

كُلُّ وَاحِدٍ مِنْكُمْ بَذَلَ جُهْدَهُ .

kullu waaħidin minkum baðala juhdahu
Each one of you did his best,

وَأَدَّى دَوْرَهُ بِنَجَاحٍ .

waʔaddaa dawrahu binajaaħin
and played his part successfully."

ثُمَّ الْتَفَتَ إِلَى الْمُمَثِّلَاتِ وَقَالَ :

θumma ltafata ʔila lmumaθθilaati waqaala
Then he turned to the actresses, and said,

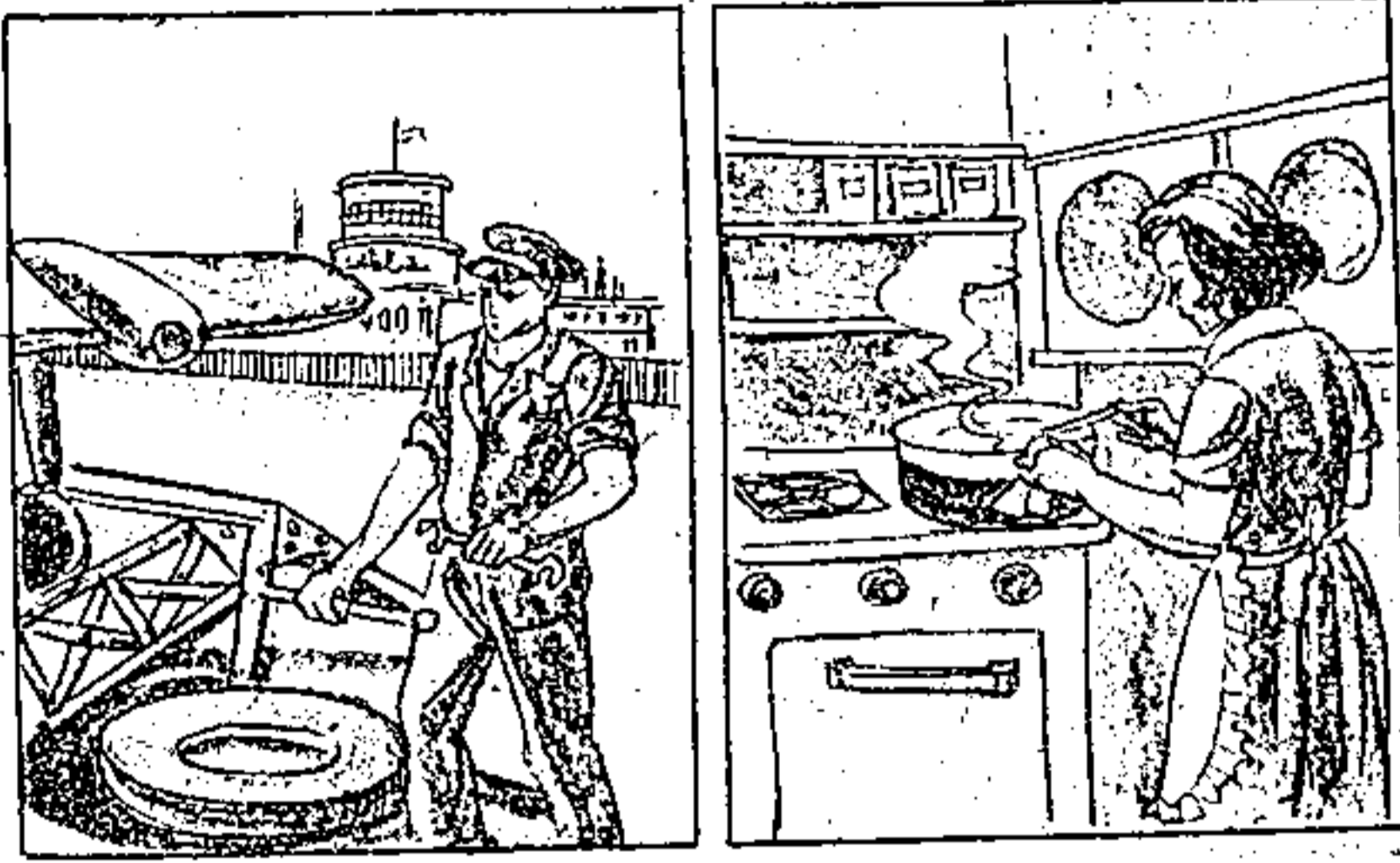
أَنْتُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ .

ʔantunna jadiiraatun bittaṣfiiqi
"And you are worthy of applause.

كُلُّ وَاحِدَةٍ أَدَّتْ دَوْرَهَا بِبَرَاعَةٍ .

kullu waahidatin ʔaddat dawrahaa bibaraaʕatin
Each one of you played her part skilfully."

قَالَ الْمُخْرِجُ : نَعَمْ ، هُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ ، وَهُمْ يَسْتَحِقُّونَ التَّهْنِئَةَ .

qaala lmuxriju naʕam hunna jadiiraatun bittasfiiqi wahum yastahiqquuna ttahniʔata
The director said, "Yes, they (the actresses) are worthy of applause, and they (the actors) deserve to be congratulated."

اَلزَّوْجَةُ تَعْمَلُ فِى الْبَيْتِ .

ʔazzawjatu taʕmalu fi lbayti
The housewife works at home.

هِىَ تَغْسِلُ وَتَكْنِسُ وَتَطْبُخُ وَتُرَبِّى الْأَوْلَادَ

hiya tagsilu wataknisu watatbuxu waturabbi lʔawlaada
She washes, sweeps, cooks and brings up the children.

وَالزَّوْجُ يَعْمَلُ فِى الْمَطَارِ : وَهُوَ يَعْمَلُ طُولَ النَّهَارِ .

wazzawju yaʕmalu fi lmataari wahuwa yaʕmalu tuula nnahaari.
The husband works at the airport. He works all day long.

وَفِى الْمَسَاءِ يَعُودُ إِلَى الْبَيْتِ .

wafi lmasaaʔi yaʕuudu ʔila lbayti
In the evening he returns home.

وَبَعْدَ الْعَشَاءِ يَجْلِسُ الْوَالِدَانِ حَوْلَ الرَّادْيُو .

wabaʕda lʕaʃaaʔi yajlisu lwaalidaani ħawla rraadyoo
After supper the parents sit by the radio.

هُمَا يُحِبَّانِ الْأَغَانِيَ وَالْأَحَادِيثَ .

humaa yuħibbaani lʔagaaniya walʔaħaadiiθa
They like songs and talks.

وَيَذْهَبُ الْأَوْلَادُ إِلَى حُجْرَتِهِمْ .

wayaðhabu lʔawlaadu ʔilaa ħujratihim
The children go to their room.

هُمْ يُحِبُّونَ اللَّعِبَ بِاللُّعَبِ .

hum yuħibbuuna llaʕiba billuʕabi
They like to play with toys.

هَذِهِ أُسْرَةٌ سَعِيدَةٌ .

haaðihi ʔusratun saʕiidatun
This is a happy family.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Personal pronouns are of two kinds: *separate* and *suffixed.*
2. Following is a table containing the separate pronouns in Arabic.

الغائب *Third Person*	المخاطب *Second Person*	المتكلم *First Person*	
المذكر – المؤنث *feminine - masculine*	المذكر – المؤنث *feminine - masculine*	المذكر – المؤنث *feminine - masculine*	
هِيَ she — هُوَ he	أَنْتِ you — أَنْتَ you	أَنَا I	المفرد *Singular*
هُمَا they	أَنْتُمَا you	نَحْنُ we	المثنى *Dual*
هُنَّ they — هُمْ they	أَنْتُنَّ you — أَنْتُمْ you	نَحْنُ we	الجمع *Plural*

3. Note that the first person personal pronouns « أَنَا – نَحْنُ » are the same for both masculine and feminine.

Note that dual pronouns denoting the second and third persons « أَنْتُمَا – هُمَا » are the same for both masculine and feminine.

4. Suffixed pronouns will be dealt with later on.

EXERCISES

تمرينات

1. Underline the separate personal pronoun in each of the following sentences. Then indicate its kind with reference to the table contained in the grammatical notes.

ا – أَنَا مُهَنْدِسٌ .

ب – هُمْ اسْتَمَعُوا إِلَى الرَّادْيُو .

ج – نَحْنُ طُلَّابٌ فِي كُلِّيَّةِ الطِّبِّ .

د – أَنْتِ عَامِلَةٌ مَاهِرَةٌ .

ه – أَنْتُمَا صَدِيقَانِ مُخْلِصَانِ .

2. Fill in each of the following blanks with a pronoun chosen from those given in brackets:

(أَنْتُنَّ – نَحْنُ – هُمَا – أَنْتُمَا – هُمْ)

ا – . . . . . يُحِبَّانِ الْأَغَانِيَ وَالْأَحَادِيثَ .

ب – . . . . . يُحِبُّونَ اللَّعِبَ بِاللُّعَبِ .

ج – . . . . . نَعْمَلُ وَنَخْدُمُ وَطَنَنَا .

د – قَالَ النَّاقِدُ لِلْمُمَثِّلَاتِ : . . . . . جَدِيرَاتٌ بِالتَّصْفِيقِ .

ه – قَالَ الْوَلَدُ لِوَالِدَيْهِ : . . . . . الْآنَ تَسْتَرِيحَانِ .

3. Fill in the blanks with suitable pronouns:

ا – . . . . . زَوْجَانِ سَعِيدَانِ .

ب – . . . . . نَعْمَلُ مِنْ أَجْلِ أُسْرَتِنَا وَوَطَنِنَا .

ج – . . . . . تَعْمَلِينَ فِي الْمُسْتَشْفَى .

د – . . . . . يَجْلِسَانِ حَوْلَ الرَّادْيُو .

ه – . . . . . يَعْمَلُ فِي الْمَطَارِ .

4. Rewrite the following sentence addressing the sound masculine plural and the sound feminine plural:

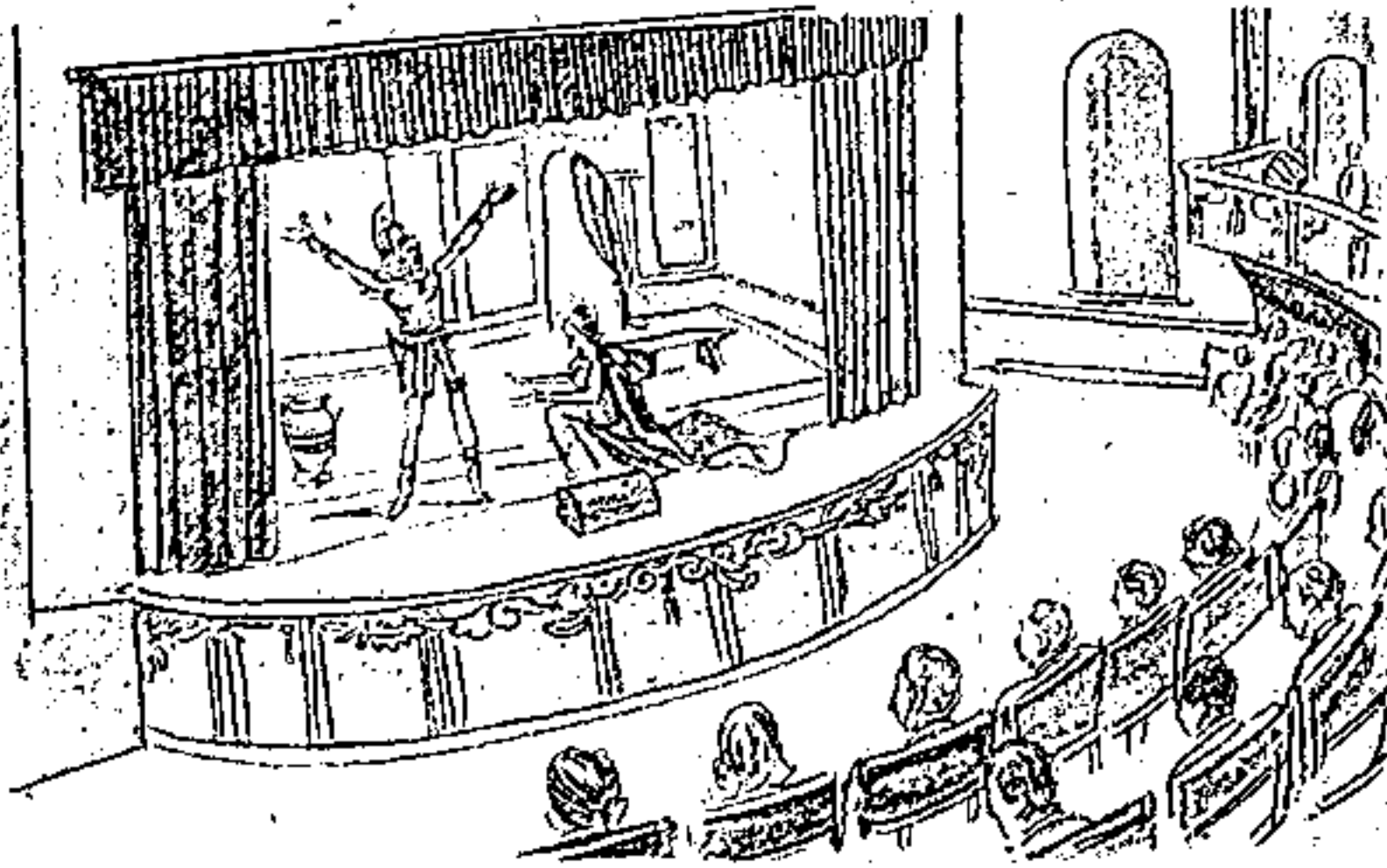
أَنْتَ مُمَثِّلٌ مَاهِرٌ .

5. Rewrite the following sentence replacing the pronoun « هُوَ » by its dual form and then by its masculine plural form:

هُوَ طَبِيبٌ مَاهِرٌ .

اَلدَّرْسُ الثَّانِي وَالسِّتُّونَ

ʔaddarsu͡ θθaanii wassittuuna

Lesson Sixty Two

فِي الْمَسْرَحِ

fi͡ lmasraħi

At the Theatre

دَخَلَ سَالِمٌ وَنَبِيلٌ الْمَسْرَحَ ،

daxala saalimun wanabiilunu͡ lmasraħa

Salim and Nabil went into the theatre,

وَجَلَسَا فِي مَقْعَدَيْنِ مُتَجَاوِرَيْنِ .

wajalasaa fii maqʕadayni mutajaawirayni

and sat next to each other.

وَامْتَلَأَتِ الْمَقَاعِدُ بِالْمُتَفَرِّجِينَ .

wamtalaʔati͡ lmaqaaʕidu bilmutafarrijiina

The seats were occupied by the spectators.

قَرَأَ نَبِيلٌ الْبَرْنَامَجَ الَّذِى فِى يَدِهِ .

qaraʔa nabiilunu‿lbarnaamaja‿llaðii fii yadihi
Nabil read the programme that he had in his hand.

وَعَرَفَ اسْمَ الرِّوَايَةِ الَّتِى سَيُشَاهِدُهَا .

waʕarafa‿sma‿rriwaayati‿llatii sayušaahiduhaa
He knew the title of the play he was going to see.

وَعَرَفَ الْمُمَثِّلَ الَّذِى يَقُومُ بِدَوْرِ الْبَطَلِ ،

waʕarafa‿lmumaθθila‿llaðii yaquumu bidawri‿lbaṭali
He knew the actor who was going to play the part of the hero,

وَالْمُمَثِّلَةَ الَّتِى تَقُومُ بِدَوْرِ الْبَطَلَةِ .

walmumaθθilata‿llatii taquumu bidawri‿lbaṭalati
and the actress who was going to play the part of the heroine.

وَعَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ ،

waʕarafa‿lmumaθθiliina‿llaðiina yaquumuuna biʔadwaari‿rrijaali
He knew those who were going to act the men's parts,

وَالْمُمَثِّلَاتِ اللَّاتِى يَقُمْنَ بِأَدْوَارِ النِّسَاءِ .

walmumaθθilaati‿llaatii yaqumna biʔadwaari‿nnisaaʔi
and those who were going to act the women's parts.

وَبَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِى فِى الْقَاعَةِ .

wabaʕda qaliilin‿intafaʔati‿lʔanwaaru‿llatii fi‿lqaaʕati
After a while, the lights in the hall went off.

وَبَدَأَ التَّمْثِيلُ .

wabadaʔa‿ttamθiilu
The play began.

وَبَعْدَ ثَلَاثِ سَاعَاتٍ انْتَهَتِ الْمَسْرَحِيَّةُ .

wabaʕda θalaaθi saaʕaatin‿intahati‿lmasraḥiyyatu
After three hours the play was over.

وَخَرَجَ سَالِمٌ وَنَبِيلٌ مِنَ الْمَسْرَحِ .

waxaraja saalimun wanabiilun mina⁀lmasrahi
Salim and Nabil left the theatre.

وَقَالَ سَالِمٌ لِنَبِيلٍ :

waqaala saalimun linabiilin
Salim said to Nabil,

مَاذَا أَعْجَبَكَ فِي الْمَسْرَحِيَّةِ ؟

maaðaa ʔaʕjabaka fi⁀lmasrahiyyati
" What did you like in the play? "

قَالَ نَبِيلٌ :

qaala nabiilun
Nabil said,

أَعْجَبَتْنِي الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ ،

ʔaʕjabatni⁀lmumaθθilataani⁀llataani ðaharataa fi⁀lfasli⁀lʔawwali
" I liked the two actresses who appeared in the first act,

وَالْمُغَنِّيَانِ اللَّذَانِ كَانَا فِي الْفَصْلِ الْأَخِيرِ .

walmuganniyaani⁀llaðaani kaanaa fi⁀lfasli⁀lʔaxiiri
and the two singers who took part in the last act. "

GRAMMATICAL NOTES

اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. ʔallaðii — اَلَّذِى
   ʔallatii — اَلَّتِى
   ʔallaðaani — اَللَّذَانِ
   ʔallataani — اَللَّتَانِ
   ʔallaðiina — اَلَّذِينَ
   ʔallaatii — اَللَّاتِى

The words listed above are the *relative pronouns* in Arabic.

2. ʔallaðii اَلَّذِى is the relative pronoun for the masculine singular (both human and non- human):

   a - Denoting a human being:

   عَرَفَ الْمُمَثِّلَ الَّذِى يَقُومُ بِدَوْرِ الْبَطَلِ .

   الذى is related to الممثل (a human being).

   b - Denoting a non-human (a thing):

   قَرَأَ الْبَرْنَامَجَ الَّذِى فِي يَدِهِ .

   الذى is related to البرنامج (a thing).

3. ʔallatii اَلَّتِى is the relative pronoun for the feminine singular (both human and non-human):

   a - Denoting a human being:

   عَرَفَ الْمُمَثِّلَةَ الَّتِى تَقُومُ بِدَوْرِ الْبَطَلَةِ .

   التى is related to الممثلة (a human being).

b - Denoting a non-human (thing):

عَرَفَ اسْمَ الرِّوَايَةِ الَّتِى سَيُشَاهِدُهَا .

التى is related to الرواية (a thing).

4. a - ʔallaðaani اللَّذَانِ is the relative pronoun for the masculine dual (both human and non-human):

أَعْجَبَنِى الْمُغَنِّيَانِ اللَّذَانِ كَانَا فِى الْفَصْلِ الْأَخِيرِ .

اللذان is related to المغنيان (human dual).

أَعْجَبَنِى الْكِتَابَانِ اللَّذَانِ قَرَأْتُهُمَا .

اللذان is related to الكتابان (non-human dual).

b - ʔallataani اللَّتَانِ is the relative pronoun for the feminine dual (both human and non-human).

أَعْجَبَتْنِى الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِى الْفَصْلِ الْأَوَّلِ .

اللتان is related to الممثلتان (human dual).

أَعْجَبَتْنِى الْمَسْرَحِيَّتَانِ اللَّتَانِ شَاهَدْتُهُمَا .

اللتان is related to المسرحيتان (non - human dual).

5. ʔallaðiina الَّذِينَ is the relative pronoun for the masculine plural. It is used only for human beings.

عَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ .

6. ʔallaatii اللَّاتِى is the relative pronoun for the feminine plural. It is used only for human beings.

عَرَفَ الْمُمَثِّلَاتِ اللَّاتِى يَقُمْنَ بِأَدْوَارِ النِّسَاءِ .

7. ʔallatii اَلَّتِى is also used for non-human plurals.

بَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِى الْقَاعَةِ .

الجمع Plural		المثنى Dual		المفرد Singular	
غير عاقل Non-human	عاقل Human	عاقل وغير عاقل Human & Non-human		عاقل وغير عاقل Human & Non-human	النوع Gender
اَلَّتِى	اَلَّذِينَ	اَللَّذَيْنِ	اَللَّذَانِ	اَلَّذِى	المذكر Masculine
اَلَّتِى	اَللَّاتِى	اَللَّتَيْنِ	اَللَّتَانِ	اَلَّتِى	المؤنث Feminine

EXERCISES **تمرينات**

1. Fill in the blanks with suitable relative pronouns:

(ا) اَلرِّوَايَةُ . . . . . . شَاهَدَهَا سَالِمٌ وَنَبِيلٌ جَمِيلَةٌ .

(ب) أَعْجَبَنِى الْمُمَثِّلُ . . . . . قَامَ بِدَوْرِ الْبَطَلِ .

(جـ) ضَحِكَ الْمُتَفَرِّجُونَ . . . . . . شَاهَدُوا الرِّوَايَةَ .

(د) أَعْجَبَتْنِى الْمُمَثِّلَةُ . . . . . قَامَتْ بِدَوْرِ الْبَطَلَةِ .

2. Fill in each of the blanks with a relative pronoun chosen from those given in brackets:

(ا) اَلْحَقِيبَةُ . . . . . يَحْمِلُهَا رَاشِدٌ صَغِيرَةٌ . (اللذان . التى . اللذين)

(ب) اَلْخُبْزُ . . . . . يُصْنَعُ مِنَ الْقَمْحِ لَذِيذٌ . (اللاتى . اللتان . الذى)

(جـ) اَلْفَلَّاحَاتُ . . . . . يَحْلُبْنَ الْبَقَرَةَ نَشِيطَاتٌ . (اللتان . اللاتى . التى)

(د) اَلطَّائِرَةُ . . . . . تَطِيرُ فِى الْهَوَاءِ سَرِيعَةٌ . (التى . الذى . الذين)

(هـ) اَلتِّلْمِيذَانِ . . . . . ذَاكَرَا دُرُوسَهُمَا نَاجِحَانِ . (التى . اللتان . اللذان)

3. اَلْمُمَثِّلَةُ الَّتِى عَلَى الْمَسْرَحِ بَطَلَةٌ .

a - Replace the noun الممثلة by its dual form and make other necessary changes.

b - Replace the noun الممثلة by its plural form and make other necessary changes.

4. اَلْفَلاَّحُ الَّذِى فِي الْحَقْلِ مُجْتَهِدٌ .

a - Replace the noun الفلاح by its dual form and make other necessary changes.

b - Replace the noun الفلاح by its plural form and make other necessary changes.

اَلدَّرْسُ الثَّالِثُ وَالسِّتُّونَ

ʔaddarsu θθaaliθu wassittuuna
Lesson Sixty Three

مَجَلَّةُ نَبِيلٍ وَمَجَلَّةُ نِهَادَ

majallatu nabiilin wamajallatu nihaada
Nabil's Magazine and Nihad's Magazine

نَبِيلٌ يَشْتَرِى مَجَلَّتَهُ كُلَّ أُسْبُوعٍ .

nabiilun yaštarii majallatahu kulla ʔusbuuʕin
Nabil buys his magazine every week.

وَنِهَادُ تَشْتَرِى مَجَلَّتَهَا كُلَّ أُسْبُوعٍ .

wanihaadu taštarii majallatahaa kulla ʔusbuuʕin
And Nihad buys her magazine every week.

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi
Nabil said to his father,

هَذَا هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِى.

haaðaa huwa lʕadadu ljadiidu min majallatii
" This is the new issue of my magazine. "

وَقَالَتْ نِهَادُ لِوَالِدِهَا :

waqaalat nihaadu liwaalidihaa
Nihad said to her father,

هَذِهِ مَجَلَّتِي . اِشْتَرَيْتُهَا هَذَا الصَّبَاحَ .

haaðihi majallatii ʔištaraytuhaa haaða ṣṣabaaḥa
" This is my magazine. I bought it this morning. "

سَأَلَ سَالِمٌ ابْنَهُ :

saʔala saalimuni bnahu
Salim asked his son,

هَلْ أَعْجَبَكَ الْعَدَدُ الْجَدِيدُ ؟

hal ʔaʕjabaka lʕadadu ljadiidu
" Did you like the new issue ? "

أَجَابَ نَبِيلٌ :

ʔajaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي ، أُفَضِّلُهُ عَلَى عَدَدِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔufaḍḍiluhu ʕalaa ʕadadi lʔusbuuʕi lmaaḍii
" Yes, father. I prefer it to last week's issue.

هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .

haaða lʕadadu xayrun min ðaalika lʕadadi
This issue is better than that (last week's) issue."

وَقَالَتْ نِهَادُ :

waqaalat nihaadu
Nihad said,

كَانَتْ مَجَلَّتِى لَطِيفَةً ذَلِكَ الْأُسْبُوعَ . وَهِىَ لَطِيفَةٌ أَيْضاً هَذَا الْأُسْبوعَ.

kaanat majallatii latiifatan ðaalika lʔusbuuʕa wahiya latiifatun ʔaydan haaða lʔusbuuʕa

" Last week's magazine was nice. This week's magazine is nice, too.

هِىَ لَطِيفَةٌ تِلْكَ الْمَرَّةَ وَهَذِهِ الْمَرَّةَ.

hiya latiifatun tilka lmarrata wahaaðihi lmarrata

It was nice that time and it is nice this time. "

سَأَلَ سَالِمٌ ابْنَتَهُ :

saʔala saalimuni bnatahu

Salim asked his daughter,

مَنْ أَبْطَالُ مَجَلَّتِكِ هَذَا الْأُسْبُوعَ ؟

man ʔabtaalu majallatiki haaða lʔusbuuʕa

" What heroes (characters) are in this week's magazine ? "

فَتَحَتْ نِهَادُ مَجَلَّتَهَا وَقَالَتْ :

fatahat nihaadu majallatahaa waqaalat

Nihad opened her magazine and said,

هَذَا بَطَلٌ ، وَهَذَا بَطَلٌ ، وَهَذِهِ بَطَلَةٌ ، هَؤُلَاءِ أَبْطَالُ مَجَلَّتِى .

haaðaa batalun wahaaðaa batalun wahaaðihi batalatun haaʔulaaʔi ʔabtaalu majallatii

" This is a hero and this a hero and this is a heroine. These are the heroes of my magazine. "

وَسَأَلَ سَالِمٌ ابْنَهُ :

wasaʔala saalimuni bnahu

Salim asked his son,

كَمْ قِصَّةً فِى مَجَلَّتِكَ هَذِهِ الْمَرَّةَ ؟

kam qissatan fii majallatika haaðihi lmarrata

" How many stories are there in your magazine this time ? "

فَتَحَ نَبِيلٌ مَجَلَّتَهُ وَقَالَ :

fataha nabiilun majallatahu waqaala
Nabil opened his magazine and said,

هَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ؛ هَذِهِ قِصَصٌ ثَلَاثٌ .

haaðihi qiṣṣatun wahaaðihi qiṣṣatun wahaaðihi qiṣṣatun haaðihi qiṣaṣun θalaaθun
"This is a story and this a story and this is a story. These are three stories."

قَالَ سَالِمٌ :

qaala saalimun
Salim said,

وَهَلْ أَعْجَبَتْكَ هَذِهِ الْقِصَصُ يَا نَبِيلُ ؟

wahal ʔaʕjabatka haaðihi lqiṣaṣu yaa nabiilu
"Did you like these stories, Nabil?"

أَجَابَ نَبِيلٌ :

ʔajaaba nabiilun
Nabil answered,

نَعَمْ يَاأَبِي . أُفَضِّلُهَا عَلَى قِصَصِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔufaḍḍiluhaa ʕalaa qiṣaṣi lʔusbuuʕi lmaaḍii
"Yes, father. I prefer them to last week's (stories).

هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

haaðihi lqiṣaṣu xayrun min tilka lqiṣaṣi
These stories are better than those (last week's)."

هَؤُلَاءِ الْأَبْطَالُ أَعْظَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .

haaʔulaaʔi lʔabṭaalu ʔaʕðamu min ʔulaaʔika lʔabṭaali
These heroes are greater than those (last week's) heroes."

GRAMMATICAL NOTES   اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. haaðaa هَذَا , haaðihi هَذِهِ , haaʔulaaʔi هَؤُلَاءِ are demonstrative pronouns denoting what is near the speaker.

(a) هَذَا بَطَلٌ . هَذَا هُوَ الْعَدَدُ الْجَدِيدُ .
هَذِهِ بَطَلَةٌ . هَذِهِ مَجَلَّتِي .

haaðaa هذا denotes the masculine singular, human (بطل) or non-human (العدد).
haaðihi هذه denotes the feminine singular, human (بطلة) or non-human (مجلتي).

(b) هَؤُلَاءِ أَبْطَالُ مَجَلَّتِي . هَؤُلَاءِ بَطَلَاتُ مَجَلَّتِي .

haaʔulaaʔi هؤلاء denotes human plurals, either masculine (أبطال) or feminine (بطلات).

(c) هَذِهِ أَعْدَادُ الْمَجَلَّةِ . هَذِهِ قِصَصٌ ثَلَاثٌ .

haaðihi هذه denotes non-human plurals, either masculine (أعداد) or feminine (قصص).

2. ðaalika ذَلِكَ , tilka تِلْكَ , ʔulaaʔika أُولَئِكَ are demonstrative pronouns denoting what is distant from the speaker.

(a) ذَلِكَ بَطَلٌ . هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .
تِلْكَ بَطَلَةٌ . كَانَتِ الْمَجَلَّةُ لَطِيفَةً تِلْكَ الْمَرَّةَ .

ðaalika ذلك denotes the masculine singular, either human (بطل) or non-human (عدد).

tilka تِلْكَ denotes the feminine singular, either human (بطلة) or non-human (المرة).

(b) هَؤُلَاءِ الْأَبْطَالُ أَعْظَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .

هَؤُلَاءِ الْبَطَلَاتُ أَعْظَمُ مِنْ أُولَئِكَ الْبَطَلَاتِ .

ʔulaaʔika أُولَئِكَ denotes human plurals, either masculine (الأبطال) or feminine (البطلات).

(c) هَذِهِ الْأَعْدَادُ خَيْرٌ مِنْ تِلْكَ الْأَعْدَادِ .

هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

tilka تِلْكَ denotes non-human plurals, either masculine (الأعداد) or feminine (القصص).

للبعيد *distant*	للقريب *near*	
ذَلِكَ that	هَذَا this	المفرد المذكر *masculine singular*
تِلْكَ that	هَذِهِ this	المفردة المؤنثة *feminine singular*
أُولَئِكَ those	هَؤُلَاءِ these	الجمع العاقل *plural (human)*
تِلْكَ those	هَذِهِ these	الجمع غير العاقل *plural (non-human)*

EXERCISES — تمرينات

1. Fill in the blanks with suitable demonstrative pronouns:

(ا) . . . . . هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .

(ب) . . . . . مَجَلَّتِي اشْتَرَيْتُهَا . . . . الصَّبَاحَ .

(جـ) هَذَا الْعَدَدُ خَيْرٌ مِنْ . . . . . الْعَدَدِ .

(د) هَذِهِ الْقِصَصُ خَيْرٌ مِنْ . . . . . الْقِصَص .

(هـ) . . . . . أَبْطَالُ مَجَلَّتِي .

2. Fill in the blanks with « هَذَا » or « هَذِهِ » :

(ا) اَلْغُرَابُ يَشْرَبُ مِنْ . . . . . الْقَنَاةِ .

(ب) . . . . . غُرَابٌ ، وَ . . . . . حَمَامَةٌ .

(جـ) . . . . . بَطَّةٌ ، وَ . . . . . وَزَّةٌ .

(د) . . . . . أَعْمِدَةُ التِّلِيفُونِ وَالتِّلِغْرَافِ .

(هـ) . . . . . الْبَيْتُ صِحِّيٌّ .

3. Fill in the blanks « ذَلِكَ » or « تِلْكَ » :

(ا) . . . . . الْقَصْرُ جَمِيلٌ .

(ب) أَغْلِقُوا . . . . . النَّوَافِذَ عِنْدَ النَّوْمِ .

(جـ) . . . . . السُّورُ مُرْتَفِعٌ .

(د) . . . . . نَافُورَةٌ جَدِيدَةٌ .

(هـ) هَذِهِ سَاعَةٌ جَدِيدَةٌ وَ . . . . . سَاعَةٌ قَدِيمَةٌ .

4. Fill in the blanks with « ذٰلِكَ » ، « تِلْكَ » or « أُولَئِكَ » :

ا – تَقِفُ . . . . . الطَّائِرَةُ فِى الْمَطَارِ .

ب – . . . . . الْمُسَافِرُونَ يَجْلِسُونَ فِى الطَّائِرَةِ .

جـ – . . . . . الطَّيَّارُ يَرْكَبُ الطَّائِرَةَ .

5. Replace «هَذَا» by «هَؤُلَاءِ» and make other necessary changes:

ا – يَسْتَرِيحُ هَذَا الْعَامِلُ .

ب – يُلَوِّحُ هَذَا الصَّدِيقُ بِمِنْدِيلِهِ .

جـ – يُمَثِّلُ هَذَا التِّلْمِيذُ عَلَى الْمَسْرَحِ .

اَلدَّرْسُ الرَّابِعُ وَالسِّتُّونَ

ʔaddarsu rraabiʕu wassittuuna

Lesson Sixty Four

جَمْعُ الطَّوَابِعِ

jamʕu ṭṭawaabiʕi

Collecting Stamps

نَبِيلٌ وَنِهَادُ يُحِبَّانِ جَمْعَ الطَّوَابِعِ .

nabiilun wanihaadu yuḥibbaani jamʕa ṭṭawaabiʕi

Nabil and Nihad like collecting stamps.

هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَهَذِهِ مَجْمُوعَةُ نِهَادَ .

haaðihi majmuuʕatu nabiilin wahaaðihi majmuuʕatu nihaada

This is Nabil's collection and this is Nihad's collection.

هَاتَانِ مَجْمُوعَتَانِ مِنْ طَوَابِعِ الْبَرِيدِ .

haataani majmuuʕataani min ṭawaabiʕi lbariidi

These are two collections of post stamps.

فَتَحَ نَبِيلٌ مَجْمُوعَتَهُ ، وَقَالَ لِنِهَادَ :

fataḥa nabiilun majmuuʕatahu waqaala linihaada

Nabil opened his stamp collection (stamp album) and said to Nihad,

هَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْأُرْدُنِّ ،

haaðihi ssafhatu litawaabiʕi lʔurdunni
"This page is for Jordanian stamps,

وَهَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْعِرَاقِ .

wahaaðihi ssafhatu litawaabiʕi lʕiraaqi
and this page is for Iraqi stamps.

هَاتَانِ الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .

haataani ssafhataani litawaabiʕi lʔurdunni walʕiraaqi
These two pages are for Jordanian and Iraqi stamps.

أُنْظُرِي إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ .

ʔunðurii ʔilaa haaða ttaabaʕi waʔilaa haaða ttaabaʕi
Look at this stamp and at this stamp.

هَذَانِ طَابَعَانِ نَادِرَانِ ، أَرْسَلَهُمَا صَدِيقَانِ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْعَرَبِيَّيْنِ .

haaðaani taabaʕaani naadiraani ʔarsalahumaa sadiiqaani min haaðayni lbaladayni lʕarabiyyayni
These are two rare stamps. Two friends from these two Arab countries have sent them.

أَنَا أَتَبَادَلُ الرَّسَائِلَ مَعَ هَذَيْنِ الصَّدِيقَيْنِ .

ʔanaa ʔatabaadalu rrasaaʔila maʕa haaðayni ssadiiqayni
I correspond with these two friends.

أَكْتُبُ إِلَيْهِمَا وَيَكْتُبَانِ إِلَيَّ مُنْذُ زَمَنٍ طَوِيلٍ .

ʔaktubu ʔilayhimaa wayaktubaani ʔilayya munðu zamanin tawiilin
We have been corresponding with each other for a long time.

أُرْسِلُ إِلَيْهِمَا طَوَابِعَ الْجُمْهُورِيَّةِ الْعَرَبِيَّةِ الْمُتَّحِدَةِ وَيُرْسِلَانِ إِلَيَّ طَوَابِعَ الْعِرَاقِ وَالْأُرْدُنِّ .

ʔursilu ʔilayhimaa tawaabiʕa ljumhuuriyyati lʕarabiyyati lmuttahidati wayursilaani ʔilayya tawaabiʕa lʕiraaqi walʔurdunni
I send them United Arab Republic stamps and they send me Jordanian and Iraqi stamps."

قَالَتْ نِهَادُ :

qaalat nihaadu
Nihad said,

وَأَنَا أَتَبَادَلُ الرَّسَائِلَ وَالطَّوَابِعَ مَعَ صَدِيقَةٍ فِى الْحَبَشَةِ وَصَدِيقَةٍ فِى السُّودَانِ .

waʔanaa ʔatabaadalu rrasaaʔila wattawaabiʕa maʕa ṣadiiqatin fi lħabašati wasadiiqatin fi ssuudaani
" I correspond and exchange stamps with a (girl) friend in Ethiopia and a (girl) friend in the Sudan.

أَعْرِفُ هَاتَيْنِ الصَّدِيقَتَيْنِ مُنْذُ زَمَنٍ قَصِيرٍ .

ʔaʕrifu haatayni ṣṣadiiqatayni munðu zamanin qaṣiirin
I have known these two friends for a short time.

فِى مَجْمُوعَتِى طَوَابِعُ مِنْ هَذَيْنِ الْبَلَدَيْنِ الإِفْرِيقِيَّيْنِ .

fii majmuuʕatii ṭawaabiʕu min haaðayni lbaladayni lʔifriiqiyyayni
In my stamp collection there are stamps from these two African countries."

وَفَتَحَتْ نِهَادُ مَجْمُوعَتَهَا وَقَالَتْ :

wafatahat nihaadu majmuuʕatahaa waqaalat
Nihad opened her stamp collection (stamps album) and said,

أُنْظُرْ إِلَى هَذَا الطَّابَعِ السُّودَانِيِّ ، وَإِلَى هَذَا الطَّابَعِ الْحَبَشِيِّ .

ʔunδur ʔilaa haaδa ṭṭaabaʕi ssuudaaniyyi waʔilaa haaδa ṭṭaabaʕi lħabašiyyi

" Look at at this Sudanese stamp and at this Ethiopian stamp.

هَذَانِ الطَّابَعَانِ أَحْدَثُ الطَّوَابِعِ فِي مَجْمُوعَتِي .

haaδaani ṭṭaabaʕaani ʔaħdaθu ṭṭawaabiʕi fii majmuuʕatii

These two stamps are the latest in my collection."

GRAMMATICAL NOTES

اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. هَذَا طَابَعٌ وهَذَا طَابَعٌ . هَذَانِ طَابَعَانِ .

أُنْظُرْ إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ . أُنْظُرْ إِلَى هَذَيْنِ الطَّابَعَيْنِ .

هَذَانِ and هَذَيْنِ are the two dual forms of the masculine singular demonstrative pronoun هَذَا . The use of هَذَانِ or هَذَيْنِ is determined by certain grammatical rules which will be dealt with later on.

Thus: هَذَا + هَذَا = هَذَانِ (هَذَيْنِ)

2. هَذِهِ مَجْمُوعَةُ نَبِيلٍ . وَهَذِهِ مَجْمُوعَةُ نِهَادَ . هَاتَانِ مَجْمُوعَتَانِ .

أَكْتُبُ إِلَى هَذِهِ الصَّدِيقَةِ ، وَإِلَى هَذِهِ الصَّدِيقَةِ . أَكْتُبُ إِلَى هَاتَيْنِ الصَّدِيقَتَيْنِ .

هَاتَانِ and هَاتَيْنِ are the two dual forms of the feminine singular demonstrative pronoun هَذِهِ . The use of هَاتَانِ or هَاتَيْنِ is also determined by certain grammatical rules which will be dealt with later on.

Thus: هَذِهِ + هَذِهِ = هَاتَانِ (هَاتَيْنِ)

EXERCISES تمرينات

1. Fill in the blanks with suitable demonstrative pronouns:

ا – هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَ . . . . . مَجْمُوعَةُ نِهَادَ .

ب – . . . . . الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .

ج – . . . . . الطَّابَعَانِ أَحْدَثُ الطَّوَابِعِ فِي مَجْمُوعَتِي .

د – . . . . . الطَّابَعَانِ نَادِرَانِ .

ه – أَعْرِفُ . . . . . الصَّدِيقَتَيْنِ .

2. Fill in the blanks with « هَذَانِ » or « هَاتَانِ » :

ا – . . . . . الزَّهْرِيَّتَانِ مِنَ الزُّجَاجِ .

ب – . . . . . الْفَلَّاحَانِ يَتَنَاوَلَانِ طَعَامَ الْغَدَاءِ.

ج – . . . . . الْقَنَاتَانِ تَجْرِيَانِ بَيْنَ حُقُولِ الْقُطْنِ وَالْقَصَبِ .

د – . . . . . صُورَتَانِ مُلَوَّنَتَانِ .

ه – . . . . . قَلَمَانِ رَخِيصَانِ .

و – . . . . . جَرِيدَتَانِ : جَرِيدَةُ الصَّبَاحِ وَجَرِيدَةُ الْمَسَاءِ .

ز – . . . . . الْحَائِطَانِ عَالِيَانِ .

3. Fill in the blanks with « هذين » or « هاتين » :

ا – هِنْدٌ تَضَعُ الْخُضَرَ فِي . . . . . السَّلَّتَيْنِ .

ب – يَحْمِلُ الْمُسَافِرَانِ . . . . . الْحَقِيبَتَيْنِ .

ج – فِي . . . . . الصُّنْدُوقَيْنِ أُرْزٌ وَسُكَّرٌ .

د – قَطَفَتْ وِدَادُ . . . . . الْوَرْدَتَيْنِ .

هـ ــ نَبِيلٌ يَضَعُ . . . . . الطَّابَعَيْنِ فِى مَجْمُوعَتِهِ.

و ــ يَقْرَأُ التِّلْمِيذَانِ فِى . . . . . الْكِتَابَيْنِ .

4. Substitute « هَذَا » by « هَذَانِ » and change the rest of each sentence accordingly:

ا ــ هَذَا حَيَوَانٌ مُفْتَرِسٌ .

ب ــ هَذَا فَلَّاحٌ كَسْلَانُ .

جـ ــ هَذَا الطَّبَقُ لَذِيذٌ .

د ــ هَذَا مُذِيعٌ لِلْأَخْبَارِ .

5. Substitute « هذه » by « هاتان » and change the rest of each sentence accordingly:

ا ــ هَذِهِ رِوَايَةٌ جَمِيلَةٌ.

ب ــ هَذِهِ قِصَّةٌ مُصَوَّرَةٌ .

د ــ هَذِهِ سَلَّةٌ لِلْمُهْمَلَاتِ .

جـ ــ هَذِهِ الشَّجَرَةُ عَالِيَةٌ .

اَلدَّرْسُ الْخَامِسُ وَالسِّتُّونَ

ʔaddarsu ͡lxaamisu wassittuuna
Lesson Sixty Five

مُجَلِّدُ الْكُتُبِ

mujallidu ͡lkutubi
The Bookbinder

هٰذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادَ .

haaðihi majallatu nabiilin watilka majallatu nihaada
This is Nabil's magazine, and that is Nihad's magazine.

قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، وَوَضَعَهَا عَلَى مَكْتَبِهِ .

qaraʔa nabiilun majallatahu wawaḍaʕahaa ʕalaa maktabihi
Nabil read his magazine and put it on his desk.

وَقَرَأَتْ نِهَادُ مَجَلَّتَهَا ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

waqaraʔat nihaadu majallatahaa wawaḍaʕathaa ʕalaa maktabihaa
Nihad read her magazine and put it on her desk.

هٰذَا مَكْتَبُ نَبِيلٍ ، وَذٰلِكَ مَكْتَبُ نِهَادَ .

haaðaa maktabu nabiilin waðaalika maktabu nihaada
This is Nabil's desk and that is Nihad's desk.

قَالَ الْوَالِدُ لِنَبِيلٍ :

qaala ͡lwaalidu linabiilin
Nabil's father said to him,

يَا نَبِيلُ ، اِجْمَعْ أَعْدَادَ مَجَلَّتِكَ فِى مُجَلَّدَاتٍ .

yaa nabiilu ʔijmaʕ ʔaʕdaada majallatika fii mujalladaatin
"Put the issues of your magazine together in volumes, Nabil."

وَقَالَ لِنِهَادَ :

waqaala linihaada
And he said to Nihad,

وَأَنْتِ يَا نِهَادُ ، اِجْمَعِى أَعْدَادَ مَجَلَّتِكِ فِى مُجَلَّدَاتٍ .

waʔanti yaa nihaadu ʔijmaʕii ʔaʕdaada majallatiki fii mujalladaatin
"You too, Nihad, put the issues of your magazine together in volumes."

قَالَ الْوَالِدُ لِنَبِيلٍ وَنِهَادَ :

qaala lwaalidu linabiilin wanihaada
He said to Nabil and Nihad,

اِجْمَعَا أَعْدَادَ السَّنَةِ الْوَاحِدَةِ فِى مُجَلَّدٍ وَاحِدٍ .

ʔijmaʕaa ʔaʕdaada ssanati lwaahidati fii mujalladin waahidin
"Put the issues of each year together in one volume."

قَالَ نَبِيلٌ :

qaala nabiilun
Nabil said,

فَكَّرْتُ فِى هَذَا مِنْ قَبْلُ . سَأَذْهَبُ إِلَى الْمُجَلِّدِ غَدًا .

fakkartu fii haaðaa min qablu saʔaðhabu ʔila lmujallidi ɡadan
"I have already thought of this. I'll go to the bookbinder tomorrow."

سَأَلَتْ نِهَادُ :

saʔalat nihaadu
Nihad asked,

أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ يَا نَبِيلُ ؟

ʔayna dukkaanu haaða lmujallidi yaa nabiilu
"Where is this bookbinder's shop, Nabil?"

أَجَابَ نَبِيلٌ : دُكَّانُهُ فِى شَارِعٍ قَرِيبٍ . ذَهَبْتُ إِلَيْهِ مَرَّةً مَعَ أَحَدِ الْأَصْدِقَاءِ .

ʔajaaba nabiilun dukkaanuhu fii šaariʕin qariibin ðahabtu ʔilayhi marratan maʕa ʔaħadi lʔaṣdiqaaʔi

Nabil answered, "It's in a nearby street. I have been there once with one of my friends."

قَالَتْ نِهَادُ : سَأَذْهَبُ إِلَيْهِ مَعَكَ .

qaalat nihaadu saʔaðhabu ʔilayhi maʕaka

Nihad said, "I'll go to it with you."

وَفِى صَبَاحِ الْغَدِ جَمَعَ نَبِيلٌ وَنِهَادُ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ ،

wafii ṣabaaħi lgadi jamaʕa nabiilun wanihaadu ʔaʕdaada ssanati lmaadiyati

Next morning Nabil and Nihad collected last year's issues,

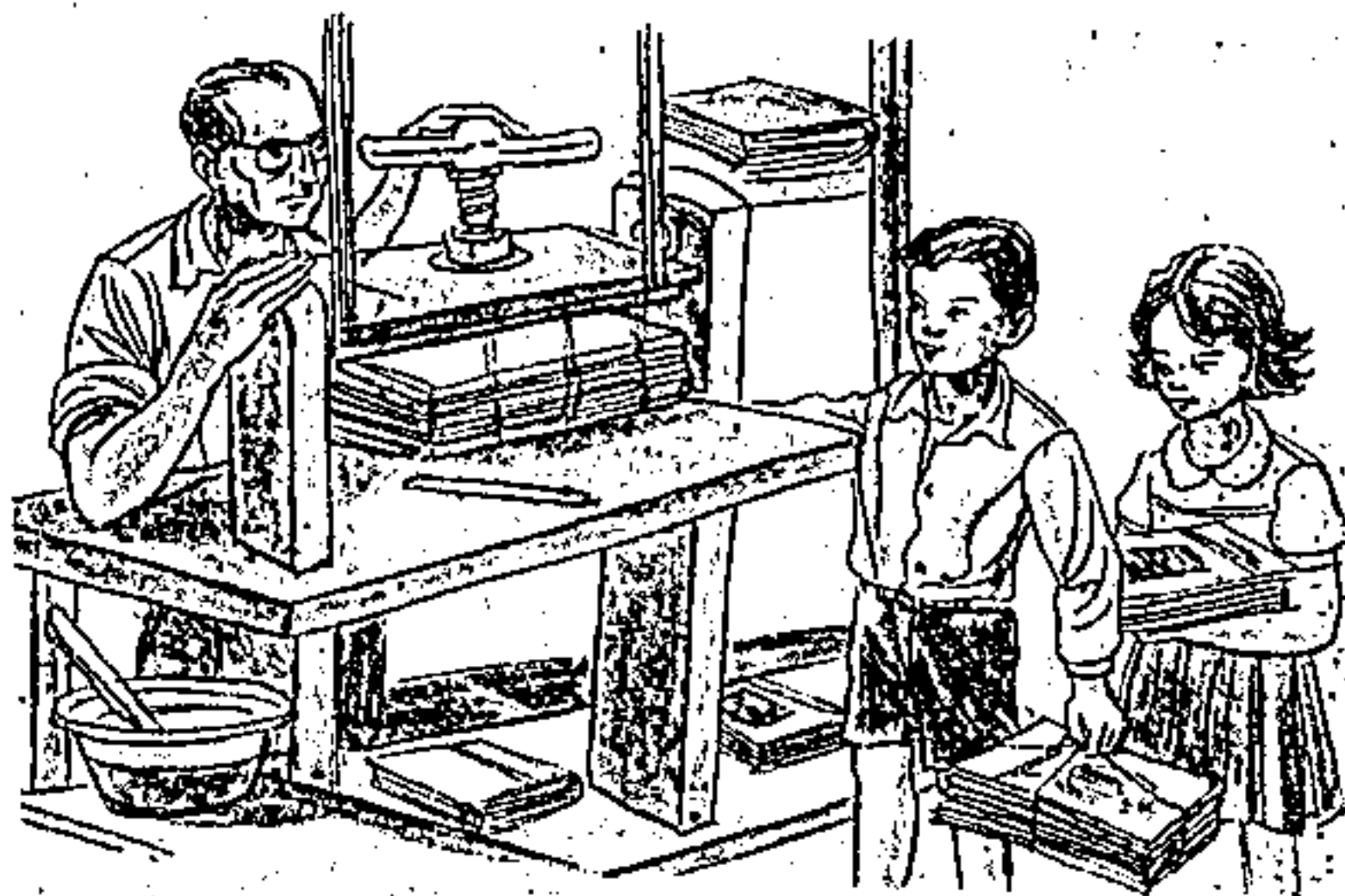
وَذَهَبَا إِلَى دُكَّانِ ذٰلِكَ الْمُجَلِّدِ .

waðahabaa ʔilaa dukkaani ðaalika lmujallidi

and went to that bookbinder's shop.

نَبِيلٌ وَنِهَادُ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ .

nabiilun wanihaadu ʔassalaamu ʕalaykum waraħmatu llaahi

Nabil and Nihad, "May peace and God's mercy be upon you."

الْمُجَلِّدُ : وَعَلَيْكُمَا السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ .

ʔalmujallidu waʕalaykuma ssalaamu waraħmatu llaahi wabarakaatuhu

The bookbinder, "May peace and God's mercy and blessings be upon you too."

نَبِيلٌ : نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

nabiilun nuhibbu tajliida haatayni lmajmuuʕatayni

Nabil: "We would like to have these two collections bound."

اَلْمُجَلِّدُ : عِنْدِى نَوْعَانِ مِنَ التَّجْلِيدِ . النَّوْعُ الأَوَّلُ تَجْلِيدٌ بِالْقُمَاشِ وَحْدَهُ .

ʔalmujallidu ʕindii nawʕaani mina ttajliidi ʔannawʕu laawwalu tajliidun bilqumaaši wahdahu

The bookbinder: "I have two kinds of binding. One kind is done with cloth alone."

نِهَادُ : وَالنَّوْعُ الثَّانِى ؟

nihaadu wannawʕu θθaanii

Nihad: "And the other kind?"

اَلْمُجَلِّدُ : تَجْلِيدٌ بِالْقُمَاشِ مَعَ كَعْبٍ مِنَ الْجِلْدِ .

ʔalmujallidu tajliidun bilqumaaši maʕa kaʕbin mina ljildi

The bookbinder: "It's (a kind of) binding done with cloth and a leather back (it's a half-leather binding)."

نَبِيلٌ : أَخْتَارُ النَّوْعَ الثَّانِىَ .

nabiilun ʔaxtaaru nnawʕa θθaaniya

Nabil: "I choose the latter (kind)."

نِهَادُ : وَأَنَا كَذَلِكَ .

nihaadu waʔanaa kaðaalika

Nihad: "I do, too."

اَلْمُجَلِّدُ : يَتَبَقَّى اخْتِيَارُ اللَّوْنِ .

ʔalmujallidu yatabaqqa xtiyaaru llawni

The bookbinder: "There remains choosing the colour."

نَبِيلٌ : أَخْتَارُ اللَّوْنَ الأَزْرَقَ .

nabiilun ʔaxtaaru llawna lʔazraqa

Nabil: "I choose the blue colour."

نِهَادُ : وَأَنَا أَخْتَارُ اللَّوْنَ الأَخْضَرَ .

nihaadu waʔanaa ʔaxtaaru llawna lʔaxdara

Nihad: "And I choose the green colour."

اَلْمُجَلِّدُ : عُودَا بَعْدَ أُسْبُوعٍ لاِسْتِلاَمِ الْمُجَلَّدَيْنِ .

ʔalmujallidu ʕuudaa baʕda ʔusbuuʕin listilaami lmujalladayni

The bookbinder: "Come back next week to collect the two volumes."

GRAMMATICAL NOTES

اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. We have known five kinds of definite nouns. They are : proper nouns, noun defined by ʔal, pronouns, relative and demonstrative pronouns.

To these, this lesson adds the construct, the geninitive of which is any of these five kinds of definite nouns.

Note that the construct « اَلْمُضَافُ » is the noun preceding the genitive « اَلْمُضَافُ إِلَيْهِ ».

2. هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادَ .

The word « مَجَلَّة » is definite because its genitive is the proper noun «نَبِيل» in the first sentence, and the proper noun « نِهَاد » in the second.

Another example:

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادَ .

3. قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، قَرَأَتْ نِهَادُ مَجَلَّتَهَا .

The word « مَجَلَّة » is definite because its genitive is the pronoun « ـهُ » in the first sentence and the pronoun « هَا » in the second.

Another example:

وَضَعَهَا عَلَى مَكْتَبِهِ ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

4. جَمَعَ نَبِيلٌ وَنِهَادُ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ

The word « أَعْدَاد » is definite because its genitive is a noun defined by « اَلْ », namely « اَلسَّنَة »

Another example:

فِي صَبَاحِ الْغَدِ .

5. أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ ؟

The word « دُكَّانُ » is definite because its genitive is the demonstrative pronoun « هَذَا » .

Another example:

نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

6. اَلسَّاعَةُ جَائِزَةُ الَّذِى يَفُوزُ فِى السِّبَاقِ .

ʔassaaʕatu jaaʔizatu llaδii yafuuzu fi ssibaaqi
The watch is the prize of that who wins the race.

The word « جَائِزَةُ » is definite because its genitive is the relative pronoun « اَلَّذِى »

Another example:

النَّجَاحُ عَاقِبَةُ الَّذِينَ يَجْتَهِدُونَ .

ʔannajaaħu ʕaaqibatu llaδiina yajtahiduuna
Success is the reward of those who work hard.

EXERCISES

تمرينات

1. Fill in the blanks with suitable constructs:

(ا) اِجْمَعْ أَعْدَادَ . . . لكَ فِى مُجَلَّدَاتٍ .

(ب) اِجْمَعَا . . . . السَّنَةِ الْوَاحِدَةِ فِى مُجَلَّدٍ وَاحِدٍ .

(جـ) ذَهَبَا إِلَى . . . . ذلِكَ الْمُجَلِّدِ .

(د) السَّلَامُ عَلَيْكُم وَ . . . . . اللهِ .

2. Underline the constructs, the genitives of which are definite nouns:

(ا) أُسْرَةُ سَالِمٍ فِى حُجْرَةِ الْجُلُوسِ . (ب) طَعَامُ هَذَا الْمَطْعَمِ لَذِيذٌ .

(جـ) أَنَا أُرِيدُ رُؤْيَةَ الْحَيَوَانَاتِ . (د) مُحَرِّكُ الطَّائِرَةِ يَدُورُ .

(هـ) جِسْمُكَ سَلِيمٌ وَقَلْبُكَ قَوِىٌّ . (و) أَشْجَارُ هَذِهِ الْحَدِيقَةِ مُثْمِرَةٌ .

3. Complete each of the following sentences with a suitable definite noun:

(ا) اَلْأُسْرَةُ وَاقِفَةٌ فِى ظِلِّ . . . . .

(ب) أَبِى طَبِيبٌ ، دَخَلْتُ كُلِّيَّةَ . . . . .

(جـ) نَبِيلٌ صَدِيقُنَا ، نَحْنُ أَصْدِقَاءُ . . . . .

(د) نِظَامُ . . . . . المَائِدَةِ بَدِيعٌ .

(هـ) هَذَا بَيْتُنَا ، أَيْنَ . . . . . ؟

4. Indicate the kind of each definite noun in the following sentences:

(ا) أَذَّنَ الْمُؤَذِّنُ : اَللهُ أَكْبَرُ . اَللهُ أَكْبَرُ . تَوَضَّأَ مَحْمُودٌ . صَلَّى الْفَجْرَ .

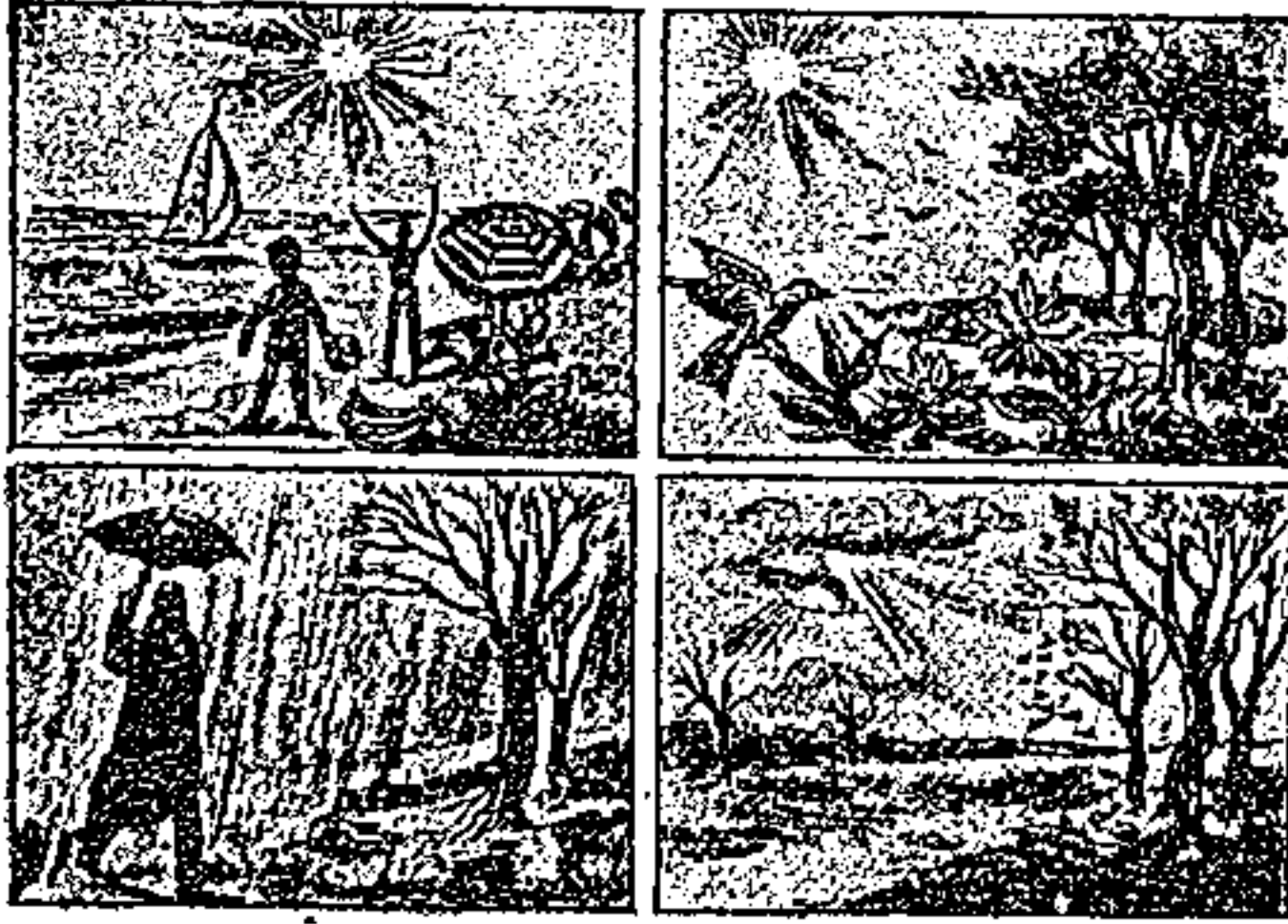
(ب) فِى شَارِعِنَا صَيْدَلِيَّةٌ . اَلصَّيْدَلِىُّ يَبِيعُ الدَّوَاءَ .

(جـ) أَنَا أُحِبُّ هَذِهِ الْأَقْلَامَ وَتِلْكَ الصُّوَرَ .

(د) أَنْتُمْ تَلَامِيذُ مُؤَدَّبُونَ .

(هـ) مَحْمُودٌ يَقْرَأُ الْخِطَابَ الَّذِى كَتَبَهُ نَبِيلٌ .

اَلدَّرْسُ السَّادِسُ وَالسِّتُّونَ

ʔaddarsu ssaadisu wassittuuna
Lesson Sixty Six

فُصُولُ السَّنَةِ

fuṣuulu ssanati
The Seasons of the Year

اَلسَّنَةُ أَرْبَعَةُ فُصُولٍ .

ʔassanatu ʔarbaʕatu fuṣuulin
There are four seasons in a year.

هِيَ الرَّبِيعُ وَالصَّيْفُ وَالْخَرِيفُ وَالشِّتَاءُ .

hiya rrabiiʕu waṣṣayfu walxariifu waššitaaʔu
They are spring, summer, autumn and winter.

اَلرَّبِيعُ جَمِيلٌ .

ʔarrabiiʕu jamiilun
Spring is beautiful.

اَلشَّمْسُ سَاطِعَةٌ ،

ʔaššamsu saaṭiʕatun
The sun shines brightly.

وَالْأَشْجَارُ مُورِقَةٌ ، وَالْأَزْهَارُ مُتَفَتِّحَةٌ ،

walʔašjaaru muuriqatun walʔazhaaru mutafattiḥatun
The trees have new leaves and the flowers are blossoming.

وَالطُّيُورُ مُغَرِّدَةٌ .

waṭṭuyuuru mugarridatun
The birds sing.

وَالنَّاسُ فَرِحُونَ بِقُدُومِ الرَّبِيعِ .

wannaasu farihuuna biquduumi rrabiiʕi
The people are happy because spring has come.

الصَّيْفُ ثَانِي فُصُولِ السَّنَةِ .

ʔaṣṣayfu θaanii fuṣuuli ssanati
Summer is the second season of the year.

فَوَاكِهُهُ كَثِيرَةٌ وَحَرُّهُ شَدِيدٌ .

fawaakihuhu kaθiiratun waharruhu šadiidun
Its fruits are plentiful and it is very hot.

بَعْضُ النَّاسِ يَهْرُبُونَ مِنَ الْحَرِّ وَيَذْهَبُونَ إِلَى سَاحِلِ الْبَحْرِ .

baʕdu nnaasi yahrubuuna min alharri wayaðhabuuna ʔilaa saahili lbahri
Some people run away from the hot weather and go to the seaside.

وَيَأْتِي الْخَرِيفُ بَعْدَ الصَّيْفِ فَتَسْقُطُ أَوْرَاقُ الأَشْجَارِ .

yaʔti lxariifu baʕda ṣṣayfi fatasquṭu ʔawraaqu lʔašjaari
Autumn comes after summer and the leaves of trees fall.

وَيَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ . ثُمَّ يَأْتِي الشِّتَاءُ ، وَيَشْتَدُّ الْبَرْدُ ، وَيَسْقُطُ الْمَطَرُ .

wayamiilu ljawwu ʔila lburuudati θumma yaʔti ššitaaʔu wayaštaddu lbardu wayasquṭu lmaṭaru
The weather tends to be cool. Then winter comes and it gets very cold and rain falls.

وَيَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ ، وَيُمَارِسُ بَعْضُهُمْ رِيَاضَاتٍ مُخْتَلِفَةً .

wayanšatu͡nnaasu fii ʔaʕmaalihim wayumaarisu baʕḍuhum riyaaḍaatin muxtalifatan

People work harder and some of them play various sports.

فُصُولُ السَّنَةِ مُخْتَلِفَةٌ ، وَلِكُلٍّ مِنْهَا فَائِدَةٌ .

fuṣuulu͡ssanati muxtalifatun walikullin minhaa faaʔidatun

The seasons of the year are not alike and each has its own benefits.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. اَلرَّبِيعُ جَمِيلٌ . اَلشَّمْسُ سَاطِعَةٌ . اَلْأَشْجَارُ مُورِقَةٌ

Note that each of these sentences begins with a noun. Such a sentence is called a *nominal sentence*.

2. يَأْتِي الشِّتَاءُ . يَشْتَدُّ الْبَرْدُ . يَسْقُطُ الْمَطَرُ .

Note that each of these sentences begins with a verb. Such a sentence is called a *verbal sentence*.

3. A sentence, be it nominal or verbal, consists of two basic parts. A nominal sentence consists of a subject and a predicate. For example, the sentence « اَلرَّبِيعُ جَمِيلٌ » consists of the subject « اَلرَّبِيعُ » and the predicate « جَمِيلٌ ».

Thus a subject and a predicate constitute a nominal sentence.

A verbal sentence consists of a verb and a noun functioning as subject. For example, the sentence « يَأْتِي الشِّتَاءُ » consists of the verb « يَأْتِي » and its subject « اَلشِّتَاءُ ».

Thus a verb and a subject constitute a verbal sentence.

تمرينات

EXERCISES

1. Indicate the nominal and verbal sentences in the following:

(ا) اَلطُّيُورُ مُغَرِّدَةٌ .

(ب) يَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ .

(جـ) اَلْأَزْهَارُ مُتَفَتِّحَةٌ .

(د) تَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .

(هـ) يَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ .

2. Fill in the blanks with suitable predicates:

(ا) اَلشَّمْسُ . . . . .

(ب) اَلصَّيْفُ . . . الْفُصُولِ .

(جـ) اَلرَّبِيعُ . . . . .

(د) اَلسَّنَةُ . . . . فُصُولٍ .

(هـ) فُصُولُ السَّنَةِ . . . . .

3. Complete the following verbal sentences by putting suitable subjects in the blanks :

(ا) يَأْتِي . . . . . بَعْدَ الصَّيْفِ .

(ب) يَمِيلُ . . . . . إِلَى الْبُرُودَةِ .

(جـ) يَذْهَبُ . . . . . إِلَى سَاحِلِ الْبَحْرِ .

(د) تَسْقُطُ . . . . . فِي الشِّتَاءِ .

4. أَصْفَرُ – سَيِّئَةٌ – سَاخِنٌ – نَازِلَةٌ – مَرِيضٌ

Insert each of these nouns in its proper place in the following nominal sentences (this is to be done with reference to Lesson 33).

(ا) نَبِيلٌ . . . . . وَجْهُهُ . . . . . وَجِسْمُهُ . . . . . وَحَالَتُهُ . . . . .

(ب) وَالِدَةُ نَبِيلٍ تَبْكِي ، دُمُوعُهَا . . . . .

كَلَّمَ ـ رَفَعَ ـ فَتَحَ ـ عَرَفَ ـ دَوَّرَ

5. Put each of these verbs in its proper place in the following verbal sentences (this is to be done with reference to Lesson 42).

(ا) . . . . . أَشْرَفُ دَلِيلَ التِّلِيفُونِ .

(ب) . . . . . أَشْرَفُ رَقْمَ صَدِيقِهِ .

(ج) . . . . . السَّمَّاعَةَ ، وَ . . . . الْقُرْصَ .

(د) . . . . . أَشْرَفُ صَدِيقَهُ .

GLOSSARY

Letter	Word	Meaning	Page
ا	آثَارٌ	monuments	52
	آثَارُهَا	its monuments	55
	آدَابٌ	arts (college of)	47
	أَبْطَالٌ	heroes	76
	اِبْنَتُهُ	his daughter	76
	اِبْنُهُ	his son	75
	أَتَبَادَلُ	I correspond	83
	أَتَمَّ	he has finished	10
	أُتُوبِيسٌ	a bus	15
	أَجَابَ	he answered	75
	(مِنْ) أَجْلِ	for (the sake of)	60
	اِجْمَعْ	put together (masc. sing.)	90
	اِجْمَعَا	put together (dual)	90
	اِجْمَعِي	put together (fem.sing.)	90
	أَحَادِيثُ	talks	62
	أَحَدُ (الْأَصْدِقَاءِ)	one (of the friends)	91
	أَحْدَثُ	the latest	85
	أَحْرَزَ	he scored	35
	أَحْمَدُ	Ahmad	13
	أَحْمَرُ	red (masc. sing.)	28
	أَخْتَارُ	I choose	92
	أَخَذَتْ	she took	20
	أُخْرَى	more (once more)	9
	أَخْضَرُ	green(masc.sing.)	28
	أَخِيرٌ	last (the last...)	68
	أَدَّتْ	she acted	61
	أَدْوَارٌ	parts	67
	أَدَّى	he acted	60
	أَرْجُو	I hope	9
	اَلْأُرْدُنُّ	Jordan	83
	أُرْسِلُ	I send	83
	أَرْسَلَهُمَا	they (two) were sent	83
	(لَمْ) أَرَهَا	I have (not) seen it	38
	أَزْرَقُ	blue (masc. sing.)	92
	اَلْأَزْهَرُ	Al - Azhrar	47
	أَسْأَلُهُ	I ask him	46

Letter	Word	Meaning	Page
	اِسْتَرَاحَتْ	they (fem. dual) had a rest	40
	اِسْتِلَامٌ	to collect	92
	أَسْتَمِعُ	I listen	4
	اِسْتَمَعَتْ	she listened	3
	اَلْإِسْكَنْدَرِيَّةُ	Alexandria	47
	أَسْيُوطُ	Assiut	48
	اِشْتَرَيْتُهَا	I bought it	75
	أَصْغَرُ	smaller (masc. sing.)	53
	أَعْجَبَتْكَ	you liked (them)	77
	أَعْجَبَتْنِي	I liked (them)	68
	أَعْجَبَكَ	you liked ...	68
	أَعِدْ	pronounce again	8
	أَعْدَادٌ	issues (of a magazine)	90
	أَعْرِفُ	I know	84
	أَعْظَمُ	greater	77
	أَعْمَالُهُمْ	their work	98
	أَعْمَلُ	I work	58
	اَلْأَغَانِي	the songs	62

Letter	Word	Meaning	Page
	إِفْرِيقِيَّيْنِ	African (dual - genitive)	84
	أُفَضِّلُهُ	I prefer it (to)	75
	أُفَضِّلُهَا	I prefer them (to)	77
	أَفْلَتَ	they got away from	35
	أَقْبَلَ	he has come	46
	اِقْتِصَادٌ	economics (college of)	47
	أَقْسَامٌ	departments	47
	أَكْتُبُ	I correspond (write)	83
	اِلْتَفَتَ	he turned to	60
	اَلَّتِي	who (fem. sing.)	67
	اَلَّذِي	who (masc. sing.)	67
	اَلَّذِينَ	who (masc. plural)	67
	اَللَّاتِي	who(fem. plural)	67
	اَللَّتَانِ	who (fem. dual)	68
	اَللَّذَانِ	who(masc. dual)	68
	إِلَيْهِمَا	to them (masc. dual)	83
	إِلَيَّ	to me	83
	أَمَامَهَا	in front of them	28

Page	Meaning	Word	Letter
66	were occupied (the seats)	إِمْتَلأَتْ	
29	security	أَمْنٌ	
60	you(masc. plural)	أَنْتُمْ	
59	you (masc. dual)	أَنْتُمَا	
60	you (fem. plural)	أَنْتُنَّ	
3	came to an end (the lesson)	إِنْتَهَى	
48	parts (of the world)	أَنْحَاءِ	
28	is off (the light)	إِنْطَفَأَ	
67	went off (the lights)	إِنْطَفَأَتْ	
9	pronounce(masc. sing.)	إِنْطِقْ	
10	pronounce (fem. sing.)	إِنْطِقِي	
67	lights	أَنْوَارٌ	
97	leaves (of trees)	أَوْرَاقٌ	
53	middle	أَوْسَطُ	
35	first	أَوَّلُ	
77	those	أُولَئِكَ	
9	too (also)	أَيْضاً	
35	right (the right wing)	أَيْمَنُ	

Page	Meaning	Word	Letter
20	a seller	بَائِعٌ	ب
39	Bab El-Louk	بَابُ اللُّوقِ	
52	Pakistan	بَاكِسْتَانُ	
97	a sea	بَحْرٌ	
16	motor (boat)	بُخَارِيٌّ	
60	he did (his best)	بَذَلَ	
61	skill	بَرَاعَةٌ	
91	His blessings	بَرَكَاتُهُ	
21	programme	بَرْنَامَجٌ	
97	coolness	بُرُودَةٌ	
67	hero	بَطَلٌ	
67	heroine	بَطَلَةٌ	
51	a study mission	بَعْثَةٌ	
98	some of them (masc. plural)	بَعْضُهُمْ	
48	countries	بِلَادٌ	
55	your country	بِلَادُكُمْ	
52	his country	بِلَادُهُ	
83	two countries (dual - genitive)	بَلَدَيْنِ	

Page	Meaning	Word	Letter
53	he built it (it was built by)	بَنَاهُ	
52	with them (dual)	بِهِمَا	
47	veterinary (medicine)	بَيْطَرِىٌّ	
54	its history	تَارِيخُهُ	ت
4	you learn (masc. sing.)	تَتَعَلَّمُ	
47	commerce (college of)	تِجَارَةٌ	
92	book binding	تَجْلِيدٌ	
9	you (pronounce) well	تُحْسِنُ (النُّطْقَ)	
35	it became enthusiastic	تَحَمَّسَ	
39	you go (masc. sing.)	تَذْهَبُ	
15	a tram	تِرَامٌ	
38	you see it	تَرَاهَا	
48	(our universities) welcome	تُرَحِّبُ	
60	you (masc. pl.) deserve	تَسْتَحِقُّونَ	
59	you (two) are resting	تَسْتَرِيحَانِ	
2	she listens	تَسْتَمِعُ	
97	(the leaves) fall	تَسْقُطُ	
15	(the car) runs	تَسِيرُ	
27	(the family) sightsees	تُشَاهِدُ	
61	applause	تَصْفِيقٌ	
61	she cooks	تَطْبُخُ	
35	drew (the two teams)	تَعَادَلَ	
40	we are tired	تَعِبْنَا	
8	learn (imperative)	تَعَلَّمْ	
10	he has learnt	تَعَلَّمَ	
61	she works	تَعْمَلُ	
61	she washes	تَغْسِلُ	
3	he went on	تَقَدَّمَ	
54	(the Sphinx) talked	تَكَلَّمَ	
61	she sweeps	تَكْنُسُ	
76	that (fem. sing.)	تِلْكَ	
21	television	تِلِيفِزْيُونٌ	
40	statues	تَمَاثِيلُ	
53	a statue	تِمْثَالٌ	
4	exercises	تَمْرِينَاتٌ	
28	they are running along	تَمْضِي	

Page	Meaning	Word	Letter
35	it passed (the ball)	تناقل	
2	she pronounces	تنطق	
61	congratulation	تهنئة	
45	secondary (fem. sing.)	ثانوية	ث
39	dry (masc. sing.)	جاف	ج
45	a university	جامعة	
47	universities	جامعات	
34	its side	جانبه	
61	worthy of (fem. pl.)	جديرات	
92	leather	جلد	
66	they (two) sat	جلستا	
29	groups (of pedestriars)	جماعات	
29	a group	جماعة	
82	collecting	جمع	
91	he collected	جمع	
3	sentences	جمل	
2	a sentence	جملة	
20	a republic	جمهورية	
83	The United Arab Republic	الجمهورية العربية المتحدة	
47	our Republic	جمهوريتنا	
35	a wing	جناح	
34	two wings	جناحان	
60	his best	جهده	
21	weather (bulletin)	(نشرة) جوية	
52	Guiza	الجيزة	
51	Hatem	حاتم	ح
34	a (goal) keeper	حارس	
2	it is time for...	حان	
84	Ethiopia	الحبشة	
85	Ethiopian	حبشي	
39	its gardens	حدائقها	
41	iron	حديد	
40	a garden	حديقة	
97	its heat	حره	

Letter	Word	Meaning	Page
	حِصَانٌ	a horse	15
	حَظُّنَا	our luck	21
	حُقُوقٌ	law (College of)	47
	حَكَمٌ	a referee	34
	حُلْوَانُ	Helwan	38
	حَوْلَ	around	33
	حِينَ	when	28
خ	(إلَى)الْخَارِجِ	abroad	51
	خَرِيفٌ	autumn	96
	خَطَأٌ	incorrect	9
	خُفَرَاءُ	khafirs	29
	خَفْرَعُ	Khefren	53
	خَفِيرٌ	khafir	29
	خُوفُو	Khufu (Chiops)	53
	خَيْرٌ	better	75
د	دَارَ	(the two teams) ran around	33
	دَافِئٌ	warm	21
	دَرَّاجَةٌ	a bicycle	13
	دِرَاسَةٌ	education (study)	45
	دِرَاسَتُهُ	his education	51
	(بَعْثَةٌ)دِرَاسِيَّةٌ	a study (mission)	51
	دُكَّانُهُ	his shop	91
	دَوْرٌ	a part (in a play)	67
	دَوْرُهُ	his part	60
	دَوْرُهَا	her part	61
ذ	ذَلِكَ	that (masc. sing.)	75
	ذَهَبَا	they (two) went	91
	ذَهَبْتُ	I went	91
	ذَهَبُوا	they (masc.) went	40
ر	رَاجَعَ	he revised	3
	رَاجَعْتُ	I revised	4
	رَاجَعْنَاهُ	we revised it	8
	رَأْسٌ	a head	54
	رَأْسُهُ	its head	54
	رَبِيعٌ	spring	96
	رِجَالٌ	men	67

Page	Meaning	Word	Letter
41	they returned	رَجَعُوا	
22	he answered	رَدَّ	
83	letters	رَسَائِلُ	
52	he wished	رَغِبَ	
39	(the friends) took (the train)	رَكِبَ	
15	it took (a carriage)	رَكِبَتْ	
41	they took (the train)	رَكِبُوا	
98	sports	رِيَاضَاتٌ	
21	a sport	رِيَاضَةٌ	
83	time	زَمَنٌ	ز
61	a husband	زَوْجٌ	
53	Zoser	زُوسَرُ	
14	a visit	زِيَارَةٌ	
39	I will bring	سَأُحْضِرُ	س
97	coast (seaside)	سَاحِلٌ	
46	I will go	سَأَذْهَبُ	
52	(the car) took (them)	سَارَتْ (بِهِمَا)	

Page	Meaning	Word	Letter
22	pleasant (fem. sing.)	سَارَّةٌ	
21	is shining brightly	سَاطِعَةٌ	
29	(they) maintain (security)	سَاهِرُونَ (عَلَى الأَمْنِ)	
29	pedestrians (nominative)	سَائِرُونَ	
28	pedestrians (genitive)	سَائِرِينَ	
54	you will see	سَتَرَى	
14	you will visit	سَتَزُورُ	
15	express (train)	سَرِيعٌ	
21	lucky (masc. sing.)	سَعِيدٌ	
62	happy (fem. sing.)	سَعِيدَةٌ	
53	Sakkarah	سَقَّارَةُ	
9	I have heard it	سَمِعْتُهُ	
8	we have listened to...	سَمِعْنَا	
39	Samirah	سَمِيرَةُ	
52	we are going to see	سَنَرَى	
84	The Sudan	السُّودَانُ	
85	Sudanese	سُودَانِيٌّ	

Page	Meaning	Word	Letter
29	cars	سَيَّارَاتٌ	
40	walking	سَيْرٌ	
67	he is going to see it	سَيُشَاهِدُهَا	
16	bank (of river)	شَاطِئٌ	ش
16	he saw	شَاهَدَ	
39	they saw (masc.)	شَاهَدُوا	
96	winter	شِتَاءٌ	
35	hard (adverb)	(بِـ)شِدَّةٍ	
16	a sail (boat)	(قَارِبٌ) شِرَاعِيٌّ	
3	he explained	شَرَحَ	
27	policemen	شُرْطَةٌ	
27	a policeman	شُرْطِيٌّ	
15	streets	شَوَارِعُ	
39	its streets	شَوَارِعُهَا	
35	a halftime	شَوْطٌ	
21	clear (fem. sing.)	صَافِيَةٌ	ص
19	newspapers	صُحُفٌ	
20	a newspaper	صَحِيفَةٌ	
39	friends (masc. dual)	صَدِيقَانِ	
39	friends (fem. dual)	صَدِيقَتَانِ	
84	friends (fem. dual-genitive case)	صَدِيقَتَيْنِ	
53	my friend	صَدِيقِي	
83	friends (masc. dual-genitive case)	صَدِيقَيْنِ	
28	a whistle	صَفَّارَةٌ	
28	his whistle	صَفَّارَتُهُ	
83	a page	صَفْحَةٌ	
83	two pages	صَفْحَتَانِ	
34	he whistled	صَفَرَ	
34	he applauded	صَفَّقَ	
41	steel	صُلْبٌ	
47	pharmacology (college of)	صَيْدَلَةٌ	
96	summer	صَيْفٌ	
83	stamps (masc. dual - nominative)	طَابَعَانِ	ط
59	a woman doctor	طَبِيبَةٌ	
28	a way	طَرِيقٌ	

Page	Meaning	Word	Letter
28	their way	طَرِيقُهَا	
48	students	طَلَبَةٌ	
82	stamps	طَوَابِعُ	
61	all (day) long	طُولَ (النَّهَارِ)	
40	shady	ظَلِيلَةٌ	ظ
68	appeared (fem. dual)	ظَهَرَتَا	
34	backs (masc. dual nominative)	ظَهِيرَانِ	
35	backs (masc. dual - genitive)	ظَهِيرَيْنِ	
48	world	عَالَمٌ	ع
40	women workers	عَامِلَاتٌ	
29	crossed	عَبَرَتْ	
28	crossing	عُبُورٌ	
54	strange (masc. sing.)	عَجِيبٌ	
74	an issue (of a magazine)	عَدَدٌ	
83	Iraq	اَلْعِرَاقُ	
28	carriages	عَرَبَاتٌ	
14	a carriage	عَرَبَةٌ	
4	Arabic (Language)	عَرَبِيَّةٌ	
83	Arab (masc. dual - genitive)	عَرَبِيَّيْنِ	
51	he knew	عَرَفَ	
22	you (masc. pl.) have known	عَرَفْتُمْ	
40	afternoon	عَصْرٌ	
48	great (masc. sing.)	عَظِيمٌ	
47	science (College of)	عُلُومٌ	
91	upon you (dual)	عَلَيْكُمَا	
41	work	عَمَلٌ	
28	when	عِنْدَمَا	
92	come back (dual)	عُودَا	
52	his return	عَوْدَتُهُ	
40	springs	عُيُونٌ	
47	Ein Shams	عَيْنُ شَمْسٍ	
91	tomorrow (next morning)	اَلْغَدُ	غ
48	tomorrow (in the future)	غَدًا	
1	Fatimah	فَاطِمَةُ	ف
98	a benefit	فَائِدَةٌ	
76	she opened	فَتَحَتْ	

Page	Meaning	Word	Letter
22	he was pleased	فَرِحَ	
97	happy (masc. pl.-nominative)	فَرِحُونَ	
34	a team	فَرِيقٌ	
33	teams (masc. dual-nominative)	فَرِيقَانِ	
34	teams (masc. dual - genitive)	فَرِيقَيْنِ	
27	big (masc. sing.)	فَسِيحٌ	
68	an act	فَصْلٌ	
96	seasons	فُصُولٌ	
90	I have thought	فَكَّرْتُ	
97	its fruits	فَوَاكِهُهُ	
67	a hall	قَاعَةٌ	ق
90	already	(مِنْ) قَبْلُ	
33	a foot	قَدَمٌ	
97	the coming (of spring)	قُدُومُ (الرَّبِيعِ)	
10	reading	قِرَاءَةٌ	
3	she read	قَرَأَتْ	
54	he told	قَصَّ	
92	cloth	قُمَاشٌ	
68	were (masc. dual)	كَانَا	ك
1	his book	كِتَابُهُ	
1	her book	كِتَابُهَا	
4	I have written	كَتَبْتُ	
8	we (two) have written	كَتَبْنَا	
46	many (fem.)	كَثِيرَةٌ	
92	back (of a book)	كَعْبٌ	
8	words	كَلِمَاتٌ	
2	a word	كَلِمَةٌ	
46	colleges	كُلِّيَّاتٌ	
46	a college	كُلِّيَّةٌ	
76	nice (fem. sing).	لَطِيفَةٌ	ل
62	playing	لَعِبٌ	
4	a language	لُغَةٌ	
35	but	لَكِنَّ	
92	a colour	لَوْنٌ	
1	Maged	مَاجِدٌ	م
75	last (adjective)	اَلْمَاضِي	

Page	Meaning	Word	Letter
91	last (fem. sing.)	مَاضِيَةٌ	
40	skilful (masc. pl. nominative)	مَاهِرُونَ	
33	a match (game)	مُبَارَاةٌ	
39	its buildings	مَبَانِيهَا	
66	next to each other (masc. dual -genitive)	مُتَجَاوِرَيْنِ	
83	united (fem.- sing.)	مُتَّحِدَةٌ	
15	metro	مِتْرُو	
41	pleasure	مُتْعَةٌ	
96	blossoming (fem.)	مُتَفَتِّحَةٌ	
66	spectators (masc. pl. - genitive)	مُتَفَرِّجِينَ	
74	a magazine	مَجَلَّةٌ	
76	your (masc. sing.) magazine	مَجَلَّتُكَ	
76	your (fem. sing.) magazine	مَجَلَّتُكِ	
74	his magazine	مَجَلَّتُهُ	
74	her magazine	مَجَلَّتُهَا	
74	my magazine	مَجَلَّتِي	
90	a volume	مُجَلَّدٌ	
89	a (book) binder	مُجَلِّدٌ	
90	volumes	مُجَلَّدَاتٌ	
92	volumes (masc. dual - genitive)	مُجَلَّدَيْنِ	
82	a collection	مَجْمُوعَةٌ	
82	collections (fem. dual - nominative)	مَجْمُوعَتَانِ	
82	his collection	مَجْمُوعَتُهُ	
84	her collection	مَجْمُوعَتُهَا	
84	my collection	مَجْمُوعَتِي	
92	collections (fem. dual - genitive)	مَجْمُوعَتَيْنِ	
47	various (fem.)	مُخْتَلِفَةٌ	
61	a director	مُخْرِجٌ	
52	a while	مُدَّةٌ	
53	step (pyramid)	(هَرَمٌ) مُدَرَّجٌ	
29	cities	مُدُنٌ	
9	once	مَرَّةً	
40	observatory	مَرْصَدٌ	
34	the goal	اَلْمَرْمَى	
34	his goal	مَرْمَاهُ	
27	traffic	مُرُورٌ	

Page	Meaning	Word	Letter
40	comfortable (masc. dual-genitive)	مُرِيحَيْنِ	
59	the hospital	اَلْمُسْتَشْفَى	
22	a play	مَسْرَحِيَّةٌ	
41	winter resort	اَلْمَشْتَى	
38	sunny (fem. sing.)	مُشْرِقَةٌ	
59	a factory	مَصْنَعٌ	
97	rain	مَطَرٌ	
40	mineral (fem.)	مَعْدِنِيَّةٌ	
2	a teacher	مُعَلِّمٌ	
27	with it (fem. sing.)	مَعَهَا	
96	singing (adjective - fem.)	مُغَرِّدَةٌ	
68	singers (masc. dual - nominative)	مُغَنِّيَانِ	
40	seats	مَقَاعِدُ	
40	seats (masc. dual - genitive)	مَقْعَدَيْنِ	
1	his desk	مَكْتَبُهُ	
1	her desk	مَكْتَبُهَا	
33	a field (football)	مَلْعَبٌ	
67	an actor	مُمَثِّلٌ	

Page	Meaning	Word	Letter
67	actresses	مُمَثِّلَاتٌ	
67	an actress	مُمَثِّلَةٌ	
68	actresses (fem. dual - nominative)	مُمَثِّلَتَانِ	
67	actors (masc. pl.- genitive)	مُمَثِّلِينَ	
41	their (masc. pl.) homes	مَنَازِلُهُمْ	
83	for (a long time)	مُنْذُ (زَمَنٍ طَوِيلٍ)	
39	well-arranged	مُنَسَّقَةٌ	
48	Mansurah	اَلْمَنْصُورَةُ	
53	Menkereh	مَنْقَرَعُ	
98	of them	مِنْهَا	
34	forwards (football)	مُهَاجِمُونَ	
13	communications	مُوَاصَلَاتٌ	
96	having leaves (fem.)	مُورِقَةٌ	
2	time	مَوْعِدٌ	
27	squares	مَيَادِينُ	
40	water(s)	مِيَاهٌ	
83	rare (masc. dual - nominative)	نَادِرَانِ	ن
4	he called	نَادَى	

Letter	Word	Meaning	Page
	نَاسٌ	people	29
	نَاقِدٌ	a critic	60
	نَتَعَلَّمُ	we learn	1
	نَجَاحٌ	success	60
	نَخْدُمُ	we serve	59
	نَخْدُمُكُمَا	we serve you (both)	59
	نَخْرُجُ	we go out	22
	نُرَاجِعُ	we revise	10
	نَرَى	we watch	22
	نَزَلَ	it came on to (the football field)	33
	نِسَاءٌ	women	67
	نَسْتَرِيحُ	we rest	40
	نَسْتَطِيعُ	we can	22
	نُشَاهِدُ	we see	41
	نَشْرَةٌ	a bulletin	21
	نَشِيطَاتٌ	active (fem. pl.)	40
	نَطَقَ	he pronounced	3
	نَطَقَتْ	she pronounced	3
	نَظَرَ	he looked	3
	نَعَمْ	yes	39
	نَعْمَلُ	we work	60
	نَفَخَ	he blew	28
	نَلْتَقِي	we meet	39
	نَوْعٌ	a kind	92
	نَوْعَانِ	kinds (masc. dual - nominative)	92
ه	هَاتَانِ	these (fem. dual-nominative)	82
	هَاتَيْنِ	these (fem. dual-oblique case)	84
	هَاجَمَ	it attacked	35
	هُجُومٌ	an attack	35
	هَدَفٌ	a goal	35
	هَدَفَيْنِ	goals (masc. dual accusative)	35
	هَذَانِ	these (masc. dual nominutive)	83
	هَذَيْنِ	these (masc. dual - oblique case)	83
	هُمَا	they (dual)	62
	هَنْدَسَةٌ	engineering	46
	هُنَّ	they (fem. pl.)	61

Page	Meaning	Word	Letter
16	air	هَوَاءٌ	
39	its air	هَوَاؤُهَا	
14	a father	وَالِدٌ	و
62	parents (masc. dual - nominative)	وَالِدَانِ	
74	his father	وَالِدُهُ	
75	her father	وَالِدُهَا	
59	his parents (genitive case)	وَالِدَيْهِ	
92	alone	وَحْدَهُ	
2	after him	وَرَاءَهُ	
13	means	وَسَائِلُ	
34	middle	وَسَطٌ	
89	she put it	وَضَعَتْهَا	
89	he put it	وَضَعَهَا	
60	our country	وَطَنُنَا	
40	Japanese	يَابَانِيَّةٌ	ى
97	it comes	يَأْتِي	
92	there remains	يَتَبَقَّى	
10	should	يَجِبُ	
15	is drawn by	يَجُرُّهَا	
62	they (two) like	يُحِبَّانِ	
62	they (masc. pl.) like	يُحِبُّونَ	
97	they go	يَذْهَبُونَ	
10	he checks	يُرَاجِعُ	
83	they (two) send	يُرْسِلَانِ	
34	left	يَسَارٌ	
61	they deserve	يَسْتَحِقُّونَ	
28	(the pedestrians) can	يَسْتَطِيعُ	
97	it falls	يَسْقُطُ	
97	it gets stronger	يَشْتَدُّ	
10	he thanks	يَشْكُرُ	
28	he crosses	يَعْبُرُ	
28	they cross	يَعْبُرُونَ	
20	he shows	يَعْرِضُ	
10	he finds out, he knows	يَعْرِفُ	
61	he works	يَعْمَلُ	
67	they act (fem. pl.)	يَقُمْنَ	

Page	Meaning	Word	Letter
67	he acts	يَقُومُ	
67	they act (masc. pl.)	يَقُومُونَ	
83	they (two) write	يَكْتُبَانِ	
98	they practise	يُمَارِسُ	
97	it tends	يَمِيلُ	
98	(people) work harder	يَنْشَطُ (النَّاسُ) فِي أَعْمَالِهِمْ	
10	he pronounces	يَنْطِقُ	
27	they control	يُنَظِّمُونَ	
28	he blows	يَنْفُخُ	
97	they run away	يَهْرُبُونَ	